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AUTHOR Cutter, Virginia M.
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ABSTRACT

This project was undertaken by the Texas Education Agency to strengthen the dissemination function of state education departments. Among objectives were to (1) clarify understanding and increase knowledge of information dissemination, (2) strengthen the state's information link between information sources and practitioners in schools, (3) provide a forum for exchange of ideas, and (4) enhance communication between state education departments and the U.S. Office of Education (USOE). Under the direction of a steering committee, the project concentrated on two national conferences in Austin, Texas and Columbia, South Carolina, both in 1970. Bringing together those responsible for dissemination at the state level, the conferences provided opportunities for (1) presenting information about the elements, operation and promising practices of dissemination, and (2) improving communication between and among state education departments and USOE. Each conference offered large group presentations by recognized dissemination authorities and small group discussions. Evaluation of the conferences indicated that objectives of the project were being met. (Author/KP)

FINAL REPORT

Project No. 0-0688
Grant No. OEGo-70-4473 (508)

IMPROVEMENT OF THE DISSEMINATION FUNCTION OF STATE DEPARTMENTS OF EDUCATION

Virginia M. Cutter
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

September 1971

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
National Center for Educational Research and Development

ABSTRACT

In July 1970 the Texas Education Agency was funded by the U. S. Office of Education for a project to strengthen the dissemination function of state departments of education. Among objectives of the project were to (1) clarify understanding and increase knowledge of the dissemination function, (2) strengthen the state as an information link between sources of information and practitioners in schools, (3) provide a forum for the exchange of ideas, and (5) enhance communication between state departments of education and the U. S. Office of Education.

Under the direction of a steering committee composed of representatives from Ohio, South Carolina, Massachusetts and chaired by Texas, the project concentrated efforts upon two national conferences, one held in Austin, Texas, in November 1970, and the second, in Columbia, South Carolina, in May 1970. Designed to bring together those responsible for dissemination at the state level, the conferences provided opportunities (1) for presenting information about dissemination--its elements, operation, and promising practices, and (2) for improving communication between and among state departments of education and the U. S. Office of Education. Each conference offered both large group presentations by recognized authorities on dissemination and small group discussions. In addition, full reports of each meeting were sent to all participants. Evaluation of the conferences indicated that objectives of the project were being met.

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INTRODUCTION

Basic to the development of the project to strengthen the dissemination function in state educational agencies were two assumptions:

- Continued improvement in education is largely dependent upon information from research and development and exemplary programs and practices reaching concerned audiences in local educational agencies.

- To ensure the necessary flow of information, there is a compelling need to strengthen the dissemination function in state educational agencies.

Although the dissemination function, which results in diffusion, adaptation and adoption, had been required by most Federal programs for some years, state efforts still appeared fragmented. Many state educational agencies lacked a central locus for dissemination; there was a lack of communication among the states and no established mechanism for achieving such communication. Cognizant of the problem, the United States Office of Education through the National Center for Educational Communication had sponsored a national conference in December 1969 to bring together those state people responsible for dissemination. It was from that conference that the idea for the project described in this final report developed.

The project, funded through Texas and directed by a steering committee composed of Texas, Ohio, Massachusetts, South Carolina, and Utah, was designed to involve representatives of all states and territories. The project was designed to enhance the dissemination capabilities of state educational agencies. Project goals were identified as follows:

1. To clarify understanding of the dissemination function of state departments of education and the relationship of such activity to the continued improvement of education.

2. To increase each state's knowledge of the dissemination function.

3. To strengthen each state to serve as a linkage between sources of knowledge about educational practices and practitioners in local education agencies.

4. To develop alternative organizational models for the dissemination function in state departments of education.

5. To provide a forum through which each state department of education may benefit from every other, partly through the reporting mechanism to be established and partly through the face-to-face exchange of ideas.

6. To increase the two-way flow of information through established channels such as ERIC, including the identification of exemplary programs and practices and collection and dissemination of information about them.

7. To provide for joint planning between state departments of education and the U. S. Office of Education which would enhance relationships and facilitate cooperative endeavors.

PROCEDURES and RESULTS

The first activity of the project was to name a steering committee to be chaired by Texas and to be composed of representatives from Utah, Ohio, Massachusetts, and South Carolina. In July, 1970, the five-member committee met for the first time in Dallas, Texas. Also present were the project officer, Dr. Lee Burchinal, Assistant Commissioner, National Center for Educational Communication; and Mr. Charles Nix, Associate Commissioner for Planning, Texas. During the two-day meeting the committee took the following actions:

a. The group defined dissemination as the sending of educational information to a variety of audiences through a variety of means and techniques for a variety of purposes. Educational information was defined as evaluative information, information about promising educational practices, and information from educational research and development, and such sources as ERIC and PREP.

b. Objectives of the project were refined and the following were adopted:

- to clarify understanding of the dissemination function of state departments of education,
- to increase knowledge of dissemination,
- to strengthen the state as the link between sources of information and practitioners--users of information--teachers, administrators and others, and
- to provide a forum for the exchange of ideas.

c. The committee also developed a plan, including objectives and program, for the first major project activity, a national conference on dissemination to be held November 5-6, 1970, in Austin, Texas. The conference was planned as the first in a two-conference series.

(Copies of the report of the July meeting of the steering committee and other pertinent materials are included as Appendix A.)

On September 10-11, 1970, the steering committee met in Austin to complete plans for the conference. Steps taken in preparation for the conference included the following:

a. Each chief state school officer was informed of the nature of the project, its goals and activities, and was asked to participate by having a representative attend the two proposed conferences. To ensure continuity to earlier activities, each commissioner or superintendent was sent the name of the person who had been designated as the state's representative at the first national dissemination conference sponsored by the U. S. Office of Education (USOE) in December, 1970.

b. Although the project was not designed to gather data nor was its purpose research, an informal survey of the operation and organization of current dissemination programs was undertaken. The information was to serve as one of the inputs for planning project activities. Answers were sought to such questions as "Are dissemination activities centralized or coordinated within state departments of education? If so, where is responsibility assigned?" The steering committee felt that such information would be indicative of the way in which chief state school officers viewed dissemination and the importance they attached to the function. Forty-four of the chief state school officers responded to the request for information. Twenty-seven reported some centralized organization or assignment of the dissemination function. Although from the designations of the various operating units it is not possible to determine their full scope of responsibility, it would seem that a major area of concern is identified in the unit title. If this conclusion is warranted, it appears that 14 of the state educational agencies (SEA's) replying to the question assign responsibility for the dissemination of educational information to an office having public information or public relations responsibilities as a primary function; eight assign dissemination to an office performing some type of "information services"; one, to an office performing "technical assistance"; one, to the "research coordinating unit"; one, to a "division of dissemination"; and one, to a "dissemination and diffusion unit." Since the SEA's were not asked to describe the functions performed by the centralized informational unit, further conclusions about the organizational status in the departmental structure, cannot be drawn. Although the data gathered in the informal survey does not lend itself to statistical treatment, it does provide the basis for the following generalizations:

- Dissemination in state departments of education is fragmented; there appears to be a lack of coordination of dissemination activities.
- There may be a lack of commitment to dissemination as a major function of an SEA.

c. Packets of materials were prepared for each participant.

d. Plans for the November conference were completed including mailing invitations and other information to the 50 states and territories.

(Copies of the report of the second steering committee meeting and other pertinent materials are attached as Appendix B).

On November 5-6 representatives of 40 states assembled in Austin; 12 of those attending had attended the previous conferences sponsored by the USOE. The conference was designed to provide an opportunity for participants:

- to become acquainted with the Dissemination Project,
- to be brought up to date on ERIC and other USOE dissemination action efforts,
- to gain information about the current state of the art of the dissemination function in SEA's,
- to exchange ideas about dissemination practices and programs,
- to hear reports on selected best practices, and
- to become familiar with the elements of a good dissemination program.

The 40 official participants represented a variety of backgrounds and assignments: ten reported primary responsibility for public information and publications; 11, for information services of some type, including resource centers or reference libraries; nine indicated some general assignment, such as curriculum or planning consultant; six said their major responsibility was dissemination for some Federal programs, Title III, for example; and four were in research offices of one kind or another. This diversity reflected the information about the status of dissemination which had been gathered earlier. A source of strength on the one hand, the wide divergence in interests, skills and assignments also presented a major problem: how to meet the needs of each individual.

During their two-day meeting, participants listened to reports and major addresses in general sessions and shared ideas in small groups.

a. Participants were brought up to date on dissemination activities at the state and Federal levels. Reports were given on (1) the Dissemination Project; (2) national efforts in dissemination; (3) the results of the informal survey; and (4) the three model projects funded under the National Center for Educational Communication in Oregon, Utah, and South Carolina; and (5) current best dissemination practices.

b. They heard a recognized authority in dissemination, Dr. Paul D. Hood, Far West Laboratory for Research and Development, describe the elements of a good dissemination program.

c. In small group discussions, participants exchanged information about current and promising practices.

d. They also received packets containing samples of state department of education efforts for furthering usage of PREP and ERIC; a bibliography on research utilization; and other pertinent material.

(A copy of the Conference program and materials which were distributed to all participants are included as Appendix C.)

The first evaluative data gathered by means of a simple questionnaire at the last session indicated that, in general, the conference had met objectives. Sixty-five percent of the participants reported that the conference had met their expectations "much" or "to a great extent." A majority indicated that various segments of the program had increased knowledge "much" or "to a great extent." Seventy-two percent said the small group sessions had provided a forum for the exchange of ideas and 67 percent were of the opinion that the conference had given them an opportunity to express ideas about dissemination. A last question asked for specific recommendations which could be used as guidelines for planning the second of the two-part series.

Suggestions ranged from providing more opportunities for small group exchange of information about programs and practices to providing for exhibits of materials produced by the various states. Because short-range reaction such as that gathered at the close of a meeting does not necessarily indicate the true value of a conference, the project built into its evaluation design the gathering of data concerning the first conference at the close of the second. It is interesting to note that the comments on the evaluation also reflected the great diversity of practice and organization among SEA's. (A copy of the evaluation form and responses is included as Appendix D.)

In January, 1971, a report of the conference was sent to all participants; it included a roster. the project summary and print copies of visuals used, and a conference summary--highlights of Dr. Burchinal's speech, Dr. Hood's speech, a brief report on the informal survey of dissemination organization and practices, brief reports of the three model dissemination projects, and summaries of the small group and panel discussions. (A copy of the Conference Report is included as Appendix E.)

On March 11-12, 1971, the steering committee met once again in Austin to plan for the second of the two-conference series, this one scheduled for May 5-6 in Columbia, South Carolina.

a. The steering committee reviewed the progress of the project with special emphasis upon the evaluative data from the first conference.

b. A research utilization specialist from the Austin area met with the steering committee to assist members to develop the program for the conference. The program for the May meeting was planned in light of (1) project goals and objectives, (2) evaluative data, and (3) recommendations from the research utilization consultant.

c. Invitations were again issued to all 50 chief state school officers to send a dissemination representative to the conference. And once again, the names of the representatives to the earlier conferences were included. (A copy of pertinent materials is included as Appendix F.)

On May 5-6, representatives from 42 states, two more than were represented in Austin, met in Columbia, South Carolina. Twenty-six of the 42 official

representatives had also attended the Austin meeting; 12 had attended all three national conferences. Specific conference objectives included providing an opportunity for participants to:

- continue to increase knowledge of the dissemination function in SEA's,
- gain a deeper understanding of the process of research utilization and its relationship to their particular jobs,
- to continue the exchange of ideas between and among states, and
- to enhance the dialogue between the states and USOE.

During the two-day meeting, the program once provided for general and small group sessions. Participants heard Dr. Paul A. Leary, West Virginia University Rehabilitation Research and Training Center, discuss "Research Utilization: An Action Guide for the Change Agent"; explored in small group discussions implications of his talk for their particular jobs; were brought up to date on activities of NCEC; saw the premier showing of the Educational Products Display; discussed how USOE and states could work together to strengthen dissemination efforts, and heard reports of six promising practices. Especially valuable were the discussion groups which analyzed two major questions: How can the USOE help strengthen state dissemination staffs and their efforts? How can states help strengthen USOE efforts? Several recurring key issues were reported by the groups: training, commitment to dissemination, and lines of communication from USOE to SEA's.

- The majority of the discussion groups suggested that USOE provide training sessions in dissemination practices for state personnel in addition to continuing the annual dissemination conferences.
- Two groups suggested that the Council of Chief State School Officers be asked to make a definite commitment to state level information dissemination in all forms.
- The need was also expressed for identifying one person or office at the SEA as a dissemination representative through whom all dissemination mail from USOE could be channeled.

Each conference participant received a copy of A Guide to Innovation in Education by Ronald G. Havelock. (The conference Program and related materials are included as Appendix G.)

Evaluation of the conference indicated that, in general, both project and conference objectives were being met. Nineteen of the people completing the questionnaire had attended both project conferences. Of this number, 15 said the Austin conference had provided information helpful in their jobs. Specifically, five indicated that they had tried some new dissemination ideas because they had attended the November conference; eight said they had contacted another participant to share information; 12 said they had gotten in touch with another participant to secure information. Establishing an information network of people with similar responsibilities

was ranked as the most helpful experience of the project; strengthening lines of communication to and from USOE as next. Ten people considered participation in the project since November "very helpful"; seven, "somewhat helpful." No one indicated that it had been of little or no help. Reactions to the May conference were also, in general, positive. Again, a large majority, 87 percent, felt the conference met expectations "much" or "to a great extent" and a majority felt that specific conference activities increased knowledge of various topics such as (1) how research findings can be moved into educational practice, and (2) promising dissemination practices. Eighty percent felt that the small group sessions provided a forum for the exchange of ideas. (A copy of the full evaluation report with comments is included as Appendix H.)

A final mailing was made to all participants in September including:

- summaries of promising practices,
- a copy of Dr. Leary's speech, and
- summaries of small group discussions.

(A copy of the packet is included as Appendix I.)

CONCLUSIONS AND RECOMMENDATIONS

Analysis of conference participants with their diversity of backgrounds and assignments indicates that there is still need for continuing activities to focus attention upon dissemination as a major function of state educational agencies. However, evidence can be found that a national project is a step toward achieving recognition of the importance of dissemination. For example, at the November 1970 conference only 12 participants had attended the December 1969 conference. At the May 1971 conference, 26 of those present had also attended the November conference. It appears that chief state school officers are becoming aware of the need for continuity in dissemination responsibilities and are taking advantage of opportunities to strengthen staff understanding and skills.

A review of the evaluation of the major project activities, the two conferences, with special attention to participant's comments and suggestions indicates a continuing need for "training of attending personnel in methods and procedures in dissemination"; "more practical application," "simulation exercises as part of ... model building"; "technical assistance for those states which are still lagging in acceptance of dissemination as an SEA function"; "more 'how-to' ... training sessions." Comments also indicate that participants view the "network" concept as helpful and include specific recommendations for a continuing mechanism to provide for the contact between and among states. "This group should continue to meet"; "much of the value comes from continued contacts"; "I felt this conference to be extremely valuable and I hope that they will continue on a regular basis." Reports from the small groups session reflect this interest: The majority of the discussion groups recommended continuation of the annual conferences.

APPENDIX A:
Summary for First Steering Committee Meeting

SUMMARY OF STEERING COMMITTEE MEETING

Dallas, July 16-17, 1970

Steering Committee Members

Present: Virginia Cutter, Director of Dissemination, Texas Education Agency, Project Director

William Crowley, Administrative Assistant to the State Commissioner, Massachusetts

Richard Dragin, Title III, Ohio

W. E. Ellis, Director of Research, South Carolina

Bernard Furse, Administrative Assistant to the State Superintendent, Utah

Dick Elmendorf, Research Associate, NCEC, USOE, Project Officer

Special Guests

Charles Nix, Associate Commissioner for Planning, Texas

Lee Burchinal, Acting Assistant Commissioner, National Center for Communications

Discussion Thursday morning centered around the following questions:

1. What is the dissemination function in the SEA?
2. In what ways may SEA resources be organized to carry out the dissemination function?
3. How can the dissemination function be managed, evaluated, and continuously strengthened (renewal)?

As the project seeks to provide answers, it will be concerned with (1) determining the present state of the dissemination art among SEAs, (2) identifying alternative approaches to design of the dissemination function, (3) identifying ways to establish and/or strengthen dissemination networks or linkages (OE-SEA-LEA; Labs, National institutions, universities, private sector), and (4) providing opportunities for strengthening staff competencies in dissemination.

The group agreed that for purposes of this project the term dissemination would be interpreted to mean those functions of an SEA concerned with strengthening educational practice through identifying promising programs and sending out information about them through a variety of media to a variety of audiences including educational practitioners and lay public. Dissemination, as used by this project then, includes gathering and sending out program information (information about innovative and exemplary programs and practices, information from research and development, etc.) public information, and activities related to making ERIC and PREP widely known and utilized.

Further tasks of the steering committee included:

1. Planning for a survey of the "state of art"
   a. identifying purpose of such a survey
   b. developing a tentative outline of the instrument to collect information
2. Planning for a November conference as first segment of two-part program
   a. identifying broad goals which might be met through the two conferences
   b. identifying specific objectives of first conference
   c. planning agenda

   (See attached materials for details.)
3. Specifying next assignments of steering committee
   a. filling in detail of survey instrument and returning to Virginia Cutter
   b. sending names of speakers to Mrs. Cutter

The next meeting of the steering committee will be in early September at a time and place to be designated.

CONFERENCE I

November

State-of-the-Art

Orientation to the project

Survey (a. report of Part I, b. review of Part II)

Identify needs and problems

Exchange information

Review of studies and projects already done

Update statement from the Office of Education

Efforts of other institutions (regional labs, etc.)

Report of three pilot projects

CONFERENCE II

Improvement

Case studies

Exemplary approaches

Policy planning

Training

OBJECTIVES FOR NOVEMBER CONFERENCE

1. Forum for exchange of ideas
2. Selected best practices (Report on three pilot projects)
3. Presentation of ERIC
4. Orientation to project
5. Updating from Alexandria meeting
6. Review of the survey (Results of Part I, Critique of Part II)

NOVEMBER CONFERENCE AGENDA

9:00- 9:30 a.m.	Orientation to the project and this conference (visual presentation)
9:30-10:30	Updating state-of-the-art (follow-up of Alexandria conference) (Havelock Study, Brickell Study) ERIC, PREP, NCEC, Model SEA Projects
10:30-10:45	Coffee
10:45-11:45	Updating continued
11:45- 1:15 p.m.	Luncheon
1:15- 2:00	Survey (Report on Part I; Review of Part II) Instructions for small groups
2:00- 4:30	Small groups 1. critique of survey design (30 minutes) 2. promising practices, constraints
4:30- 5:00	Small group leaders and recorders only, synthesize results of small group meetings
8:30- 9:30 a.m.	Panel: summary of promising practices and constraints
9:30- 9:45	Coffee
9:45-10:30	Presentation: elements of a good dissemination program
10:30-11:15	Audience response to presentation (Q & A)
11:15-11:45	Wrap up; where do we go from here?

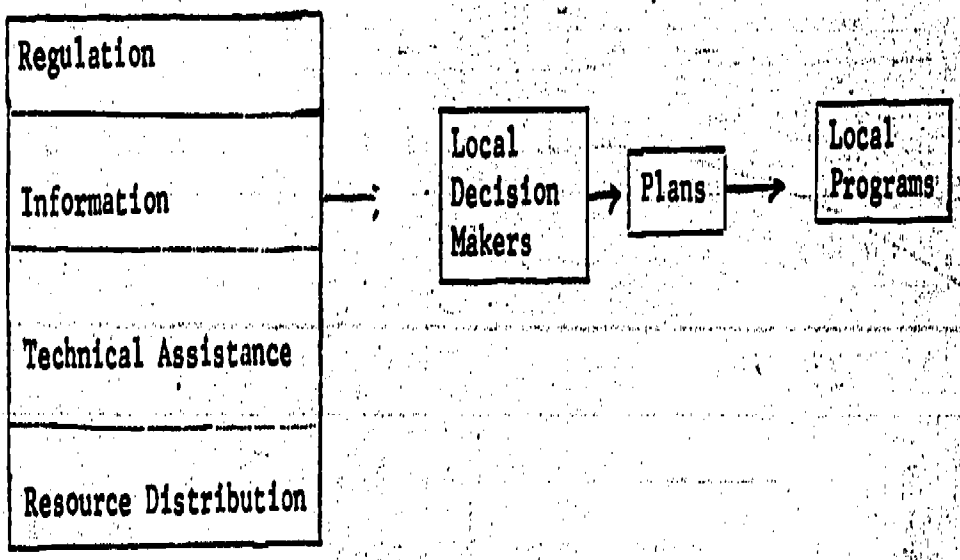
FUNCTIONS OF SEA

SEA Functions

xternal

- Accreditation
- Licensing, Certification
- R & D (Produce and Identify)
- Staff Development
- Auditing (fiscal)
- Consultative Services
- Dissemination
- PI
- Publications
- Management Information
- Evaluation/Monitoring
- Funds Management (Applications Approval, Criteria)
- Program Operation
- Resource Generation
- Planning (NA, Goals/Objectives Program Design)
- Legislative and Policy Development
- Liaison with other Agencies
- Internal Management

SEA



APPENDIX B:
Summary for Second Steering Committee Meeting

SUMMARY OF STEERING COMMITTEE MEETING

AUSTIN, SEPTEMBER 10-11, 1970

The second meeting of the Steering Committee was held in Austin, Texas, September 10 and 11 with the following members present:

Virginia Cutter, Director of Dissemination, Texas Education Agency, Project Director

Richard Dragin, Title III, Ohio

W. E. Ellis, Director of Research, South Carolina

Kenneth Lindsay, Director, Technical Assistance Program, Utah

Dick Elmendorf, Research Associate, NCEC, USOE, Project Officer

Absent: William Crowley, Administrative Assistant to the State Commissioner, Massachusetts

Major items of business were clarifying objectives for the November conference, finalizing conference agenda, developing a discussion guide, and refining the survey instrument.

Conference objectives are:

To provide an opportunity for participants

- to become acquainted with the Dissemination Project
- to be brought up to date on ERIC and other USOE efforts
- to gain information about the current state of the art of the dissemination function in SEA's
- to exchange ideas about dissemination practices and programs
- to hear reports on selected best practices
- to become familiar with the elements of a good dissemination program

A plan for acquainting chief state school officers with the project and for inviting them to send representatives to the conference was developed. A copy of the material mailed on September 25 is attached. As conference participants are named, an updated agenda and other materials will be mailed directly to them. A copy of the revised program is attached. You'll note that Dr. Paul Hood has accepted our invitation to speak on Friday, November 6, and Dr. Edgar will extend the official welcome to Texas.

TEXAS EDUCATION AGENCY
• STATE BOARD OF EDUCATION
• STATE COMMISSIONER OF EDUCATION
• STATE DEPARTMENT OF EDUCATION
AUSTIN, TEXAS 78711

During the past several years a number of national efforts have focused upon the importance of dissemination of educational information. In December 1969, the U. S. Office of Education sponsored a conference for dissemination coordinators from the 50 states and territories for the general purpose of examining methods, resources, and organization for making information readily available to educators.

One result of that meeting was the development, by Texas, of a project to strengthen the dissemination function in state departments of education. Funded under Title IV, Elementary and Secondary Education Act, the project is under the direction of a steering committee chaired by Texas and composed of representatives from Massachusetts, Ohio, South Carolina, and Utah.

Central to the project will be two national conferences for state dissemination coordinators. (A list of those currently designated by each state as coordinator is enclosed.) The first conference will be held in November; the second, in the spring. Each state is invited to send an official representative to these conferences. The project will reimburse each official participant for actual travel expenses and $25 per diem. A state may send an additional representative at its own expense if it so desires. Because the conferences are being designed as parts of a total effort to improve dissemination in state departments of education, the steering committee recommends that the same person be the official state representative at both conferences.

Scheduled for November 5 and 6 in Austin, Texas, the first conference in the series will provide opportunities for participants

- to review the current "state of the art" of dissemination across the nation
- to exchange ideas about dissemination activities
- to hear a nationally recognized authority discuss "Elements of a Good Dissemination Program."

We believe it would be helpful if your representative could

- make a brief report to key staff members in your department sometime following the November conference
- assist the steering committee in identifying needs for staff development, or training activities
- attend both conferences

As a first step in planning project activities, we are seeking information about the current "state of the art" of dissemination. The steering committee has developed a questionnaire which asks about organization and budgeting for dissemination. A second survey to gather information about specific dissemination activities will be presented to conference participants in November for their reaction and suggestions for improvement. At this time would you or your dissemination coordinator please complete the enclosed questionnaire and return it to me along with the name of the person whom you have designated to attend the conference. Additional information concerning conference objectives and activities will be sent to your representative.

We appreciate your cooperation in this endeavor to strengthen the dissemination function in state departments of education.

Sincerely yours,

(Mrs.) Virginia Cutter
Project Director
(Director, Division of Dissemination)

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APPENDIX C:
Program for First Dissemination Conference

APPENDIX C

A DISSEMINATION CONFERENCE

Villa Capri Motor Hotel • Austin • Texas • November 5–6 • 1970

SPONSORED

by the Project to Strengthen the Dissemination Function in State Departments of Education. Funded through the Texas Education Agency under Title IV, Elementary and Secondary Education Act.

NOVEMBER 5, 1970

9:00-9:30

Welcome J. W. Edgar, Commissioner of Education, Texas

Dissemination Project
Virginia Cutter, Texas, Project Director

9:30-10:30

Report: National Center for Educational Communication Activities

Lee Burchinal, Associate Commissioner, U. S. Office of Education

NOVEMBER 5, 1970

10:30-10:45	Coffee
10:45-11:45	Report: Model Dissemination Projects Ken Lindsay, Utah W. E. Ellis, South Carolina Milton Baum, Oregon
11:45-1:15	No-Host luncheon
1:15-2:00	Report: State of the Art Phil Miller, Texas
2:00-4:30	Small Group Discussions: Critique Part II Survey Current Best Practices Leaders: William Crowley, Massachusetts Ken Lindsay, Utah Richard Dragin, Ohio W. E. Ellis, South Carolina Jim Cockrum, Texas
4:30-5:00	Group Leaders Meeting
6:30-9:00	No-Host Texas Barbecue

NOVEMBER 6, 1970

8:30-9:30	Panel: Summary Best Practices Richard J. Dragin William Crowley
9:30-9:45	Coffee
9:45-10:30	Elements of a Good Dissemination Program Paul Hood, Far West Laboratory
10:30-11:45	Audience Response Charles Nix, Texas, Presiding
11:15-11:45	Where do we go from here?

AN EXCERPT FROM
RESEARCH UTILIZATION: AN ANNOTATED BIBLIOGRAPHY

With Permission from
Richard S. Farr
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NEWS
TEXAS EDUCATION AGENCY
201 EAST 11TH STREET AUSTIN, TEXAS 78701 AREA CODE 512-475-2066

CONTACT: Marj Wightman

AUSTIN -- Information specialists from 50 state departments of education will gather in Austin Thursday and Friday (November 5-6) to focus nationwide effort on one key target: find the best ways to get new ideas out to the people who need them most, the classroom teachers.

Dr. Lee Burchinal, U.S. associate commissioner of education and director of the National Center for Educational Communication Activities in Washington, D.C., will keynote the 9 a.m. Thursday opening session at the Villa Capri Motor Hotel.

Delegates to this national conference, who will include education information specialists from the Virgin Islands to American Samoa, will be welcomed by Dr. J.W. Edgar, Texas commissioner of education.

Mrs. Virginia Cutter, Texas Education Agency director of dissemination, will outline the goals of the nationwide project which is being funded under the federal Elementary and Secondary Education Act. Mrs. Cutter is director of the project.

Three different methods of moving research results and other new information from the laboratory to the public school classroom will be re- [illegible] 10:45 a.m. session by information officers from states which developed model dissemination projects. Ken Lindsay of Utah, W.E. Ellis of South Carolina, and Milt Baum of Oregon will discuss the experimental projects underway in their departments of education.

Phil Miller, Agency radio-television-film consultant, will present a discussion of "The State of the Art" at the 1:15 p.m. Thursday meeting. Small group sessions which will give delegates a chance to critique current methods of transmitting ideas will follow at 2 p.m. Discussion leaders will include Mrs. Patricia Stevens of Massachusetts, Ken Lindsay of Utah, Richard Dragin of Ohio, W.E. Ellis of South Carolina, and Jim Cockrum of Texas.

Friday sessions will open with an 8:30 a.m. panel discussion on best current practices featuring Mrs. Stevens and Dragin.

Dr. Paul Hood, director of communications at the Far West Laboratory for Educational Research and Development, Berkeley, Calif., will speak on "Elements of A Good Dissemination Program" at 9:45 a.m.

Charles Nix, Texas associate commissioner of education for planning, will lead an audience discussion of the main points covered by Dr. Hood.

Information specialists from education service centers in Texas also expected to participate in the conference include Miss Sandra Newman, Region XIX, El Paso; Mrs. Grace LeMonds, Region XVIII, Midland; Mrs. Lynn Pearson, Region XII, Waco; David Schaut, Region XIII, Austin; Glen Morgan, Region II, Corpus Christi; Mrs. Mary Jane Wells, Region XV, San Angelo; Leo Lambert, Region XVII, Lubbock; and Mike Cantu, Region XX, San Antonio.

November 4, 1970

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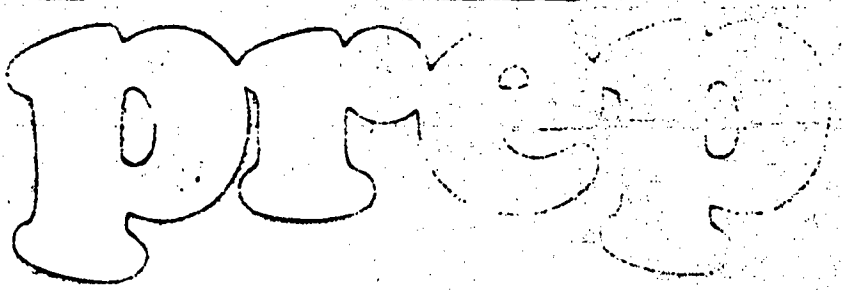

Martin W. Essex
State Superintendent of Public Instruction
Columbus, Ohio

WHERE CAN I USE ERIC?

ERIC may be closer than you think. Bulletins, journals, catalogs, and indexes on specific subjects are widely available. A complete collection of microfiche is at:

Texas Education Agency
201 East 11th Street
Austin, Texas 78711

Collections of various degrees of completion are now available at libraries, schools, colleges, and educational service centers.

Full Collections, Service Centers

Region VIII ESC, Box 1258, Mount Pleasant, 75455

Region IX ESC, 2000 Harrison, Wichita Falls, 76309

Region X ESC, 210 Abrams Road, Richardson, 75088

Selected Items, Service Centers

Region I ESC, 101 S. Tenth, Edinburg, 78539

Region V ESC, 4455 Washington Boulevard, Beaumont, 77704

Region VII ESC, Box 1622, Kilgore, 75662

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Other Microfiche Collections

Southwest Educational Development Laboratory, Suite 550, Commodore Perry Hotel, Austin 78701

USOE Regional Office, Division of Research, 1114 Commerce Street, Dallas, 75202

Austin College, Sherman, 75090

merce, 75428

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Sam Houston State University, Huntsville, 77340

Stephen F. Austin State University, Nacogdoches, 75961

Tarrant County Junior College, Northeast Campus Library, Hurst, 76053

Texas A & I University, Kingsville, 78363

Texas A & M University, College Station, 77843

The University of Texas Special Education Instructional Materials Center, and the Education and Psychology Library, Austin, 78701

WHAT ABOUT ERIC MATERIAL?

Abstracts, indexes, resumes of projects, and other tools of ERIC research can be ordered from Superintendent of Documents Catalog No. FS 5.212:12037-A, U. S. Government Printing Office, Washington, D. C. 20402.

Copies of publications in the system are available from:

ERIC Document Reproduction Service
The National Cash Register Company
4936 Fairmont Avenue
Bethesda, Maryland, 20014

Additional information on ERIC is obtainable from:

ERIC
U. S. Office of Education
400 Maryland Avenue, SW
Washington, D. C., 20202

ERIC

IN

TEXAS

Questions with Answers

TEXAS EDUCATION AGENCY
Drawer AA Capitol Station

WHAT IS ERIC?

ERIC is a nationwide system for gathering, storing, and retrieving information education. There are 18 clearinghouses which gather information on special as of education, abstract and catalog the documents involved, and, usually, otograph the documents on microfilm.

Through technology, ERIC makes it possible for even a small library to store dreds of thousands of pages of documents in a limited space. A sheet of X 6" microfiche holds 60 pages of text, and equipment is available for reading copying microfiche.

To retrieve information, a teacher or administrator consults an ERIC index or rnal of abstracts, selects those publications which interest him, then reads in either in microfiche or hard copy.

ERIC is a project of the U. S. Office of Education.

WHAT TOPICS DOES ERIC COVER?

There is a special clearinghouse to cover each of the topics below:

- ult Education
- unseling and Personnel Service
- sadvantaged
- rly Childhood Education
- ucational Administration
- ucational Facilities
- ucational Media and Technology
- ceptional Children
- nior Colleges
- Library and Information Services
- Linguistics
- Reading
- Rural Education and Small Schools
- Science Education
- Teacher Education
- Teaching English
- Teaching Foreign Languages
- Vocational and Technical Education

Each clearinghouse generates newsletters, bulletins, bibliographies, research views, and interpretive studies on subjects in the educational area it serves. IC catalog-type publications are available in specific areas of interest.

ERIC also provides information on research projects funded by the U. S. Office Education.

WHAT CAN ERIC DO FOR ME?

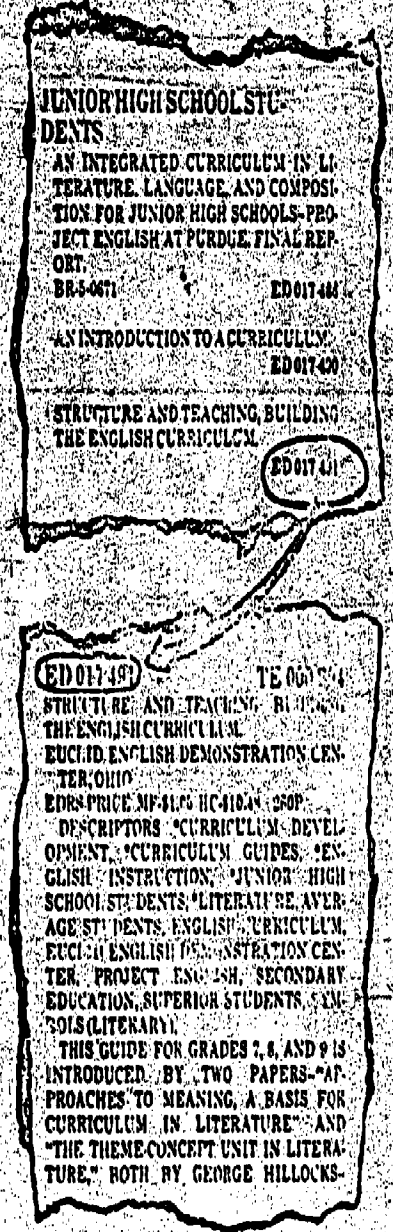
Example 1: You need a creative writing project for a fourth grade class. Research in Education for August 1968 lists nine documents on creativity. Seven em irrelevant. Abstracts for the other two show one is worth study.

Example 2: Your district may set up a remedial reading program, but first you nt to know how such programs operate, what resources they require, and what sults they produce. In Pacesetters in Innovation and Research in Education you d dozens of reports on projects and programs.

Example 3: You need a study guide for a student in cooperative class. Abracts of Instructional Materials tell where to get the guide.

Accession numbers for documents are listed by authors, institutions, projects and investigators.

An educator first locates the accession numbers in which he is interested. Then he uses each number to get additional detail on specific documents.



If he wants a document after reading the description, the educator can study it either in hard-copy or microfiche.

TYPES OF READING INSTRUCTION

DIAGNOSTIC TECHNIQUES FOR CLASSROOM USE

THE USE OF STRENGTH - WEAKNESS CHECKLISTS

OBSERVATION IN THE CLASSROOM

Focus
Education
Agency

IN DESCRIBING the various types of reading instruction, educators commonly use three terms: developmental, corrective, and remedial.

Developmental instruction has the following characteristics: /1/ The instructional starting point is the level at which the child is presently reading; /2/ the child proceeds at his own rate of accomplishment; and /3/ instruction follows a definite sequence of skills and activities.

Corrective instruction is given to less severe cases of reading disability by the classroom teacher in the classroom. This type of instruction also has the three characteristics of developmental instruction.

Remedial instruction has the three characteristics of developmental instruction, but is instruction which is given /1/ to children reading at least two years below capacity and/or grade level, and /2/ by a reading specialist outside of the classroom--usually in a special classroom or clinic.

DIAGNOSTIC TECHNIQUES USED IN CLASSROOM CORRECTION The classroom teacher's initial diagnosis of the child's reading difficulties has two major objectives: /1/ to determine the child's instructional reading level, the level on which instruction should take place, and /2/ to pinpoint the specific skills in which the child is deficient.

The classroom teacher can use the following techniques to diagnose a child's reading difficulties:

Group survey tests normally provide measures of comprehension, vocabulary, and rate. But usually their main purpose is to provide a fairly adequate measure of the grade level at which a student reads. Examples of group survey tests are the Gates Primary Reading Tests and the Iowa Silent Reading Test.

Group diagnostic tests aim primarily at pinpointing skill deficiencies. Those that cover kindergarten through fourth grade usually measure reading readiness visual and auditory discrimination, vocabulary, and story reading--or the comprehension of stories or paragraphs. Tests for grades four to eight usually measure word recognition, comprehension, vocabulary, rate, and word attack. In high school and college, the tests focus on measures of vocabulary comprehension, rate, and word attack. Some test examples of group diagnostic by grade level are: for four to five, six to nine, and ten to thirteen, the Dvorak-Van Wagenen Diagnostic Examination of Silent Reading Abilities; for

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*Excerpts and condensation from Monograph 4 - C of the PREP (Putting Research into Educational Practice) series prepared by the Division of Information Technology and Dissemination, Bureau of Research, U. S. Office of Education.

primary reading, the Bond-Balow-Hoyt New Developmental Reading Tests; and for intermediate grade reading, the Bond-Clymer-Hoyt Developmental Reading Tests.

Teacher-made tests are widely used for diagnosing reading deficiencies. The most commonly used are those which, because they are testing only one or two factors, are short, simple, and often made up on the spot, when the teacher is working with a pupil. For instance, if a teacher wants to know if Johnny knows how to blend the digraph ch he simply asks the pupil to pronounce several words which begin or end with ch. If he wants to test the student's literal comprehension (recall of facts) he asks Johnny to read several paragraphs and then asks him factual questions about the paragraphs. If he wants to know if the pupil can divide words into syllables, he gives him a number of words to syllabicate.

The informal reading inventory which the teacher gives to individual students is a longer, more complex test. A carefully graded series of basal readers can be used to construct an informal reading inventory. Selections of 100 to 200 words are chosen from each book in the series, taking three selections from each book--one from the beginning, one from the middle, and one near the end. The pupil should be started at a relatively easy level, reading orally to the teacher and then answering the comprehension questions based upon the content. If he is unable to handle the first selection given to him, he should be moved back to an easier level. The child continues to read successively more difficult selections until the teacher determines his various reading levels and gains the appropriate diagnostic information.

A child can have three reading levels:

(1) An independent reading level, at which he reads comfortably without assistance from an outsider. As he reads orally he would probably make no more than one word pronunciation error out of 100 words and achieve a comprehension score of about 90 percent.

(2) An instructional level, at which he makes satisfactory progress under teacher guidance. The instructional level is determined by a 95 percent accuracy in word recognition and a comprehension score of at least 75 percent.

(3) A frustration level, which marks the point at which the child can no longer function adequately with the material.

The selections that form the informal reading inventory can be administered to the child both in an oral reading exercise and in a silent reading exercise to see what differences there are. One of the primary reasons for having a child read orally is to give the teacher an opportunity to observe the phrasing and pronunciation skills he exhibits.

THE USE OF STRENGTH/WEAKNESS CHECKLISTS In addition to determining reading levels and gathering information about a child's comprehension ability through informal techniques, the teacher can, by using checklists such as the following with a + and - notation, develop a picture of the child's strengths and weaknesses.

A STRENGTH/WEAKNESS CHECKLIST FOR READING SKILLS

General Reading Skills

_____ Enunciation
_____ Adequate phrasing
_____ Word-by-word phrasing
_____ Head movements; following with the finger; tenseness; posture; distractability

Word Recognition Difficulties

_____ Reversals
_____ Wrong middle
_____ Wrong ending

Word Recognition Skills

_____ Use of context
_____ Adequacy of sight vocabulary
_____ Other difficulties
_____ Repetitions
_____ Omissions
_____ Substitutions
_____ Other

Word Attack Skills

_____ Blending skill
_____ Resorts to spelling attack

Word Attack Skills (continued)

_____ Method of word analysis
_____ Recognition of familiar parts
_____ Recognition of parts of compound words
_____ Recognition of word roots
_____ Recognition of suffixes
_____ Recognition of prefixes
_____ Consonant sounds
_____ Vowel sounds

Other Relevant Data

_____ Hearing status
_____ Visual status
_____ Speech difficulties
_____ Fluency in language usage
_____ Chief interests
_____ Ability to concentrate
_____ Persistence in tasks
_____ Emotional reactions (confident, shy, over-aggressive, negativistic, cheerful, etc.)
_____ Attitudes (toward school, teacher, reading)
_____ Home environment
_____ Other observations

OBSERVATION IN THE CLASSROOM Observation is a technique that can and should be employed in the classroom at all times. It is a basic technique, requiring no extra time or materials, and can be used every day by every teacher. Usually observations go unrecorded. They can be used at the first opportunity to help the student.

Four specific principles to keep in mind when observing individuals are:

(1) Because the student is always changing and growing, an observation that was made last year may not describe his present reading performance.

(2) A teacher can observe only a small part of a student's total behavior. On the basis of such limited information, the teacher can make tentative generalizations about the student's reading.

(3) Observations made by a teacher may tell more about the teacher than about the student. His first impression of the student, his philosophy of education, and many other factors may color what he sees.

(4) Ideally, observations should be interpreted in conjunction with interview, test, and other data. However, observations often are the only information available at the moment, and sometimes action should not be deferred.

A useful variety of information can be gained from observation. When students in the lower grades tell their experiences to others, a teacher learns about their vocabulary and language patterns, interests, and personality traits. Comments about home conditions and attitudes are also important . . . . When students read aloud the teacher can observe their word recognition skills, pronunciation, phrasing, and expression. The student may reveal his attitude toward reading--whether he feels enjoyment, indifference, dislike, anxiety, resistance, or hostility. Dramatized reading gives an even better picture of the student's ability to read with expression, feeling, and meaning.

Substitutions of words give the teacher valuable clues about a student's comprehension of the material he is reading. If he substitutes a word that makes sense in the context of the sentence, he is probably reading for meaning. But if the word substituted makes no sense, he is merely pronouncing words with little understanding of what he reads. The teacher should observe what kinds of unfamiliar words give a student difficulty. Are they common words, long words, words within his experience, or words foreign to him?

A student's reading interest or level may be indicated by his selection of reading material in a free reading or library period. His behavior during silent reading indicates his power of concentration.

Oral reports provide additional opportunities for observing students' interest in certain topics, as well as their ability to organize and report effectively to their classmates. By observing the audience, the teacher can get an indication of how well they listen and evaluate the reports given.

Some students will catch on quickly, while others need a new concept explained several times. Slow learners should not be ignored, and students who learn quickly should not be held back while the others catch up. Students are often embarrassed when they are laughed at for their mistakes, while the bright child who finds pleasure in reading may suffer equally from an anti-intellectual spirit.

FOR ADDITIONAL SUGGESTIONS see Boyd, Guy L., and Tinker, Miles A., Reading Difficulties: Their Diagnosis and Correction, 1967, Appleton-Century-Crofts, New York; and Strang, Ruth, Diagnostic Teaching of Reading, 1964, McGraw-Hill, New York.

FOR THE FULL PACKET OF MATERIAL IN THIS MONOGRAPH, contact your regional Education Service Center, referring to PREP No. 4-C.

ADDITIONAL CONDENSATIONS of PREP material are now being prepared. Schools may duplicate additional copies of this material as needed.

FOR FURTHER INFORMATION, contact Mrs. Celestia Davis, Reading Consultant, Texas Education Agency, Austin, Texas 78711.

APPENDIX D:
Evaluation of First Dissemination Conference

APPENDIX D

November, 1970
Austin, Texas

DISSEMINATION CONFERENCE

In order to help us determine the effectiveness of the Dissemination Conference, we need your opinion concerning the following items.

React to each of the following items in terms of your experiences at the Conference. Indicate your response on the scale by circling the appropriate number. Please hand in the questionnaire as you leave the last session.

Figures circled are percentages.

	None	Some	Much	To a Great Extent
Extent to which the Conference met your expectations	1	2 (36)	3 (44)	4 (21)*
Extent to which the general sessions increased your knowledge of				
• project "Improvement of the Dissemination Function of State Departments of Education"	1	2 (40)	3 (48)	4 (13)
• current developments in dissemination activities at the Federal level	1	2 (49)	3 (41)	4 (10)
• model dissemination projects	1 (3)	2 (46)	3 (38)	4 (13)
• state-of-the-art of dissemination	1 (8)	2 (61)	3 (29)	4 (3)
• promising dissemination practices	1	2 (45)	3 (40)	4 (16)
• elements of a good dissemination program	1 (5)	2 (55)	3 (35)	4 (5)
Extent to which the small group sessions provided a forum for the exchange of ideas	1 (3)	2 (26)	3 (33)	4 (39)
Extent to which the Conference provided you an opportunity to express your ideas about dissemination	1	2 (33)	3 (46)	4 (21)

This Conference would have been more beneficial to me if _____

(See attached pages for comments)

*Circled figures represent percentages. Figures have been rounded.

This Conference would have been more beneficial to me if:

1. A work session in which individuals anticipate what the next steps are back home--perhaps in writing--with opportunity to have consultants work with individuals and small groups. This would involve a longer conference no doubt.

   - Specific session on creating awareness (how) among SEA staff members re values, techniques, etc. regarding dissemination.

   - Specific session on how to coordinate dissemination efforts within an SEA. To what degree should emphasis be placed on central division on dissemination.

   - Several show-and-tell exhibits and several brief testimonials with slides and handouts.

2. ...it were next year and I had had a year of experience in this area. It was excellent to give me ideas--an "accumulation" process as much as dissemination.

3. ...participants had an opportunity to move into special interest groups or work with people of similar background and experience. A number of people, though verbal, are relatively inexperienced with reference to both dissemination and education.

4. "Great"--But, we would like to have a report on the Dissemination Center in Washington, D. C. with slides and models. Lee (Dr. Burchinal) talked about 10 packages to send out for programs. Have someone put them on at our next conference.

5. a. It has been longer--with more opportunities provided for small group discussion--mixing of small groups so we could make more in-depth contact with more people. Such contact is somewhat difficult otherwise if one is female and non-drinker!
   b. Let's hear more from the advanced programs, like New York's.
   c. A listing of the participants (either just the official ones or, preferably all participants, with their responsibilities, titles, etc.) provided in our conference packet so we would have it to refer to during the conference, not getting 3 weeks later. For people (like myself) who have had no previous contact with anyone in attendance, this would have been most useful in terms of general orientation to the conference.

6. The direction was controlled in small group session - (Group 1).

7. ...I had been better informed about dissemination projects and personnel in my own state department of education prior to attending.

8. a. Each participant should have brought 60 copies of their "products".
   b. A good dissemination bibliography and copies of outstanding books or reports on dissemination should have been available to take home.

c. ERIC abstracts, CIJE bibliographies should have been reproduced and disseminated to participants.

d. Dissemination models--in the global aspect--were not covered well enough. More time seemed to be spent on smaller aspects of dissemination, eg. surveys, ERIC, PREP and other aspects of the large picture. It would have been possible to start with several models and then talk about specifics.

e. An additional point--all high civilization and cultures are the product of a "leisure" class or a group of people who have the time do devote to the solution of problems at the SEA and LEA level. I think some emphasis should be made to SEA and LEA officials to provide enough personnel so that some dissemination personnel can spend 10% of their time in improving methods.

f. I would like to thank the Texas SEA personnel for their hospitality at this meeting.

g. Sample evaluation instruments should have been requested of each participant for exchange.

h. Copies of all the talks, including copies of overlap, should be available to participants.

9. Would like to see developed. Discussion on polling techniques. devices, evaluation of programs, special group sessions in ERIC and PREP, publication, radio & TV, drug and dissemination.

10. ...more information about the contexts of the conference were sent to me before I came to Austin. I believe that the conference was a good one. My opinion is that there is a limit to the extent that the above objective can be reached thru a conference.

11. a. Either the general and group discussion had been confined to the more "limited" functions and activities of Public Information and Public Relations for State education agencies.

b. If I had been aware prior to the meeting of how much research and development and managerial functions were encompassed in the conference's definition of "dissemination," so that I could have done more homework beforehand. As it is, although I was tremendously interested in the new concepts (to me) of the "disseminator" as the "linkage" between validated "promising practices" and can readily appreciate their importance, I can not conceive of personally adding or substituting these more than full-time duties to my PIO duties nor can I think of anyone of our overworked staff members who could assume this job unless there are additional federal funds available for new positions. Furthermore, it almost appears that "disseminator" as used here is a misnomer since its duties are so closely intertwined with instructional practices and management objectives. One more point, if new positions for this purpose were created and somehow funded, are there training programs or criteria for developing the proper qualifications? This is not a criticism of this very well-organized, graciously hosted conference. I personally have gained greatly from talking to other delegates and thank Mrs. Cutter and the others most heartily for their hospitality.

12. Divergent dissemination in small groups was not challenged by authoritative leadership. Most of the leadership seemed to be concentrated in two of five groups. Well paced and directed large group dissemination, convergent and divergent was apparent.

13. Speaking as a newcomer (and latecomer). The next one will be more meaningful to me because I will have better grasp of purposes of project and methods of dissemination in my own and other departments.

14. ...two or three actual model dissemination programs had been presented. (a complete program for SDE) I did get many excellent ideas from the conference.

15. There would have been a display area for some of the states to show their "wares". Also an evening period of, say, two hours or so set aside for display and showing of various films and slide tapes produced by various states. Need a systems approach to implement a program, i.e. specifics on the ideal program in the ideal situation in dissemination so that we can use this guideline for modifying our own programs. Not enough time! Need more time for exchange of ideas between individual state representatives.

16. More material or definitive information were available prior to the conference. Future consideration--PIO unit and function:
    a. Priority acceptance or designation by chief state officer.
    b. Effective organization patterns--strengths and weaknesses.
    c. Dissemination related to total communications procedures.
    d. Methods and techniques for determining phases or degree of effectiveness of dissemination (and related, ie, collecting processing) practices presently being used.

17. Excellent conference, well planned, superb hospitality, and excellent location! Thanks for all the fine effort by TEA.

18. a. Following the presentations by Utah, South Carolina, and Oregon, a question and answer period should have been planned. Should have lasted three days at least.

19. Chance to talk--but little opportunity to consider--before the conference what might or should be said. More extensive orientation to the project "Improvement of ...". Also, distribution of prewritten [illegible] consideration before attendance would not only save time, but would [illegible] effect a vast upgrading of the amount of thought represented by the [illegible]ions and remarks. Also, this would add needed clarity and a sharper focus [illegible]

20. ...aspects of total involvement, public relations and human re[illegible], were explored not specifically R&D-PREP-ERIC. There are other areas which are just an important.

21. a. It has been longer so we could gain a more detailed idea of how dissemination is handled in each state.
    b. more inter-linkage could have been established between various parts of the dissemination program and how they can best be integrated in a complementary whole.

c. Need more opportunity to share ideas on a small group and individual level.

22. ...the conference had addressed itself to specifically to what is being done where, what problems have been encountered, what is and has been done to overcome those problems, and staff training and development, plus budgeting. I believe the conference should confine itself to department-wide dissemination systems.

23. ...the emphasis would have been on strengthening the dissemination function of State Education Departments rather than strengthening dissemination. More on strategy of coordination of fragmented dissemination effort in state departments.

24. ...there had been fewer lectures on theory and anticipations and more practical demonstrations and success stories. I wish we could have had more questions and answer time immediately after each speaker rather than at the end of the conference.

25. ...we had had:
   a. An overall view of dissemination functions in a "typical" State department. For example, Oregon's public and professional information system is great while South Carolina's research dissemination system is notable. BUT HOW ABOUT A TOTAL PICTURE OF DISSEMINATION BY AN SEA, from public information to curriculum innovations, and from ERIC and PREP, to public relations work? I contend that dissemination is the prime function of each and every member of any given state education agency. Question: How can centralization and decentralization be balanced?
   b. An opportunity to obtain sample materials of newsletters, monthly magazines, curriculum publication from selected but representative state education agencies, e.g. from different states representing areas of the country.
   c. A stimulation exercise whereby a given group would have had to design a dissemination program for a mythical state department and state - GAMESMANSHIP!!!
   d. More opportunities to simply chat with other people; more information is disseminated, validated and settled upon over coffee than at most formal conference sessions.
   e. A little more time; 1½ days is not quite enough time; people just barely get acquainted and attend to the conference before they begin packing and planning to catch other planes...(and trains?)

   To put these ratings and comments in context, I have only been on the job 2½ months. My needs were more basic than many of the other, more experienced participants.

26. ...we could all speak the same language. No perceptible way to correct this. Material offered seldom specific enough to be useful. I do think such a conference can give fresh perspective on one's home base.

APPENDIX E:
Materials sent to Participants in
First Dissemination Conference

Official Representatives

DISSEMINATION CONFERENCE

November 5 & 6, 1970
Austin, Texas

r. G. W. Hause
tate Educational Consultant
tate Department of Education
ontgomery, Alabama 36104

r. Richela Adams
issemination Officer
epartment of Education
laska Office Building
ouch F
uneau, Alaska 99801

r. Bill Raymond
irector of Planning and Evaluation
tate Capitol
tate Department of Public Instruction
hoenix, Arizona 85007

Mr. Victor H. Wohlford
Director
rofessional & Public Relations
State Department of Education
ittle Rock, Arkansas 72201

Dr. John Church
State Department of Education
721 Capitol Mall
Sacramento, California 95814

Mr. Carl K. Godard
Consultant in Dissemination
Colorado Department of Education
State Office Building
Denver, Colorado 80203

Dr. Alfred L. Villa
Bureau Chief
State Department of Education
P. O. Box 2219
Hartford, Connecticut 06115

Mr. Robert A. H. Fraser
Supervisor of Dissemination
Department of Public Instruction
Townshend Building, Room 226
Dover, Delaware 19901

Mr. Roger J. Fish
Coordinator
District of Columbia Public Schools
The Presidential Building
415-12th Street, N. W. - Room 1207A
Washington, D. C. 20004

Mr. Robert E. Hancock
Consultant
State Department of Education
Tallahassee, Florida 32304

Mr. Louis A. Peneguy
Director
Mass Media Information
State Department of Education
103 State Office Building
Atlanta, Georgia 30334

No representative
State Department
P. O. Box 2360
Honolulu, Hawaii 96804

Mr. Charles A. Brown
Consultant
State Department of Education
Boise, Idaho 83707

Mr. Norman E. Rawson
Assistant Director of Communications
State Department of Public Instruction
302 State Office Building
Springfield, Illinois 62706

r. Gerald Carmony
tate Department of Public Instruction
ndianapolis, Indiana 46204

r. Richard E. Schallert
hief, Information Services
& Publications
epartment of Public Instruction
rimes State Office Building
es Moines, Iowa 50319

Ir. Arlin R. Morgan
Information Services Director
State Department of Education
Kansas State Education Building
120 East 10th Street
Topeka, Kansas 66612

Mrs. Mary S. Marshall
Director, Information and
Publications
State Department of Public Instruction
Frankfort, Kentucky 40601

Mr. Charles S. Smith
Coordinator, Title IV
State Department of Education
Baton Rouge, Louisiana 70804

Miss Marion Cooper
Information Officer
State Department of Education
Augusta, Maine 04330

Dr. Melvin L. Self
Consultant in Special Projects
State Department of Education
301 West Preston Street
Baltimore, Maryland 21201

Mrs. Patricia Stevens
Department Librarian
State Department of Education
182 Tremont Street
Boston, Massachusetts 02111

(Mr. William J. Crowley
Administrative Assistant to the
Commissioner

Mr. Morley Murphy
Research Consultant
Michigan Department of Education
Lansing, Michigan 48902

Mr. Eugene B. Kairies, Jr.
Program Consultant
State Department of Education
403 Centennial Office Building
St. Paul, Minnesota 55101

No representative
State Department of Education
Jackson, Mississippi 39205

Mr. Gordon R. Kutscher
Assistant Director, RCU
State Department of Education
Jefferson Building
P. O. Box 480
Jefferson City, Missouri 65101

* Mrs. Marilou Madden
Publications Editor
Office of the Superintendent
State Department of Public Instruction
Helena, Montana 59601

Mr. Royal R. Henline
Chief, Curriculum
State Department of Education
Lincoln, Nebraska 68509

Mr. Robert L. Lloyd
Associate Superintendent, Operations
Nevada State Department of Education
Carson City, Nevada 89701

Mr. Robert H. Fay
Consultant, Educational Information
State Department of Education
Concord, New Hampshire 03301

Dr. Carl W. Swanson
Director, Plans & Supplementary Centers
State Department of Education
225 West State Street
Trenton, New Jersey 08625

No representative
State Department of Education
Santa Fe, New Mexico 87501

Mr. Louis A. Cohen
State Department of Education
Albany, New York 12224

Dr. Vester M. Mulholland
Special Consultant
North Carolina State Department
of Public Instruction
Education Building
Raleigh, North Carolina 27602

Mr. Lloyd Kuehn
Director of Public Information
& Dissemination
Department of Public Instruction
Bismarck, North Dakota 58501

Mr. Richard J. Dragin
Chief, Program Section
State Department of Education
Ohio Departments Building
Columbus, Ohio 43215

Mrs. Peggy Nan Gill
Information Officer
State Department of Education
State Capitol
Oklahoma City, Oklahoma 73105

Dr. Milt Baum
Director of Community Relations
Oregon Board of Education
942 Lancaster Drive, N. E.
Salem, Oregon 97310

Mr. Richard R. Brickley
Project Director - RISE
Pennsylvania Department of Education
Harrisburg, Pennsylvania 17126

Mr. Charles Mojkowski
Title III Consultant
State Department of Education
Providence, Rhode Island 02908

Mr. W. E. Ellis
Director, Office Research
State Department of Education
1203 Rutledge Building
Columbia, South Carolina 29201

Mr. Gary K. Hansen
Information Specialist
Department of Public Instruction
State Capitol
Pierre, South Dakota 57501

Mr. A. Ben Groce
Coordinator of Information
State Department of Education
Nashville, Tennessee 37219

Mrs. Virginia Cutter
Director, Division of Dissemination
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

Dr. Kenneth P. Lindsay
Coordinator
Utah State Board of Education
1400 University Club Building
136 E. South Temple
Salt Lake City, Utah 84111

Miss Mary Perry
Public Information Officer
State Department of Education
Montpelier, Vermont 05602

[illegible] Koepple
[illegible] Director of Special Studies
[illegible] Department of Education
[illegible]mond, Virginia 23216

[illegible]ve
[illegible] of Public Instruction
[illegible]
[illegible]ington 98501

Robert E. Hutchison
cialist
te Department of Education
itol Building
rleston, West V[illegible]rginia 25305

Barbara MacAlpine
fessional Librarian
te Department of Public Instruction
Langdon Street
ison, Wisconsin 53702

James D. Sheehan
ector, Management Information Service
te Department of Education
itol Building
yenne, Wyoming 82001

)id not attend November 5-6 Conference

representative
ist Territory of the Pacific Islands
fice of the High Commissioner
pan, Mariana Islands 96950

representative
al Zone Government
vision of Schools
boa Heights, C. Z.

* Dr. Stuart Cooney
Evaluation Analyst
Department of Education
Pago Pago, American Samoa 96920

* Mr. Don C. Smith
Director, Public Information Services
Department of Education
P. O. Box 630
St. Thomas, Virgin Islands 00801

PROJECT SUMMARY

One way to take a look at the Texas project is to see how it all started and what it hopes to accomplish. You might say that the project had its roots back in that national concern for improving education which resulted in such legislation as the Elementary and Secondary Education Act and the Vocational Education Act and their amendments. Each of these acts and others which have been passed both at the Federal and State levels carried special references to dissemination--gave special emphasis to getting information from sources of knowledge--new programs, R&D centers, and the like--to practitioners, classroom teachers in school rooms across the nation.

A number of actions resulted from the legislation. ERIC, for example, was established. Specialists in dissemination were added to many departments of education; public information offices were expanded. Eventually PREP came along.

Finally, a conference was called by USOE in December, 1969, to explore the whole matter of dissemination. One of the suggestions from that conference was that a project be developed to strengthen dissemination in state departments of education. Texas, because of a deep interest in dissemination, decided to follow up on the recommendation and to invite four other states to join us. We were fortunate enough to have the proposal approved and funded. The first major activity was a conference in Austin, Texas, in November 1970. The next will be a spring conference.

Now for details of the project. First its name: Project to Strengthen the Dissemination Function in State Departments of Education. And with a name like that there's no need to spell out goals!

To run the project there's a steering committee of five: Texas, Massachusetts, Ohio, South Carolina, and Utah. Of course the representatives from each of the 50 states and territories are integral parts of the project, for it is truly a project for all.

The steering committee's first job was to decide just what was meant by dissemination. If the project was going to improve dissemination, those involved certainly had to know what it was, or at least what the project thought it was.

When the project speaks of dissemination, it means the sending of educational information to a variety of audiences through a variety of means and techniques for a variety of purposes. By educational information, the project means evaluative information, information about best practices, information from educational R&D, and information about what's going on--in local schools and in the state departments of education. It includes program information, public information, ERIC, and PREP. Or to say it still another way: dissemination as the project uses the term includes reports of research and other studies, department periodicals and other publications, news releases, radio and television, films, conferences, and other activities designed to spread the word about education.

Specific objectives of the project are to (1) clarify understanding of the dissemination function, (2) increase knowledge of dissemination, (3) strengthen the state as an information link, (4) provide a forum for the exchange of ideas, and (5) increase the two-way flow of information through such channels as ERIC.

To carry out these objectives the project will (1) conduct surveys (not research-oriented studies but broad sweep, surface gathering of information to answer such questions as Where are we in dissemination anyway? What are the best practices which should be passed on? What needs for special kinds of training do those with dissemination responsibilities have? (2) hold conferences (one in Austin in the fall; one planned for the spring in another location; (3) and prepare and distribute reports of conference activities, results of surveys, summaries of best practices, and the like.

Project participants--the information specialists chosen by the chief state school officer to represent the state are a mixed group. Some are dissemination specialists for Federal programs, Title III, for example; some, researchers; some, public information officers; still others are departmental librarians. We believe that such diversity is a source of strength, not weakness. The various participants bring to project activities different backgrounds, different skills, different knowledge. Each can learn from the other.

Project participants agreed to accept certain responsibilities: first, to attend two conferences; second, to report to key people in their departments of education upon project activities, particularly the conferences; third, to complete the surveys; and finally, to exchange information about what they were doing.

WHY?

National concern

Legislation

Actions

51

HOW?

1969 Dissemination Conference

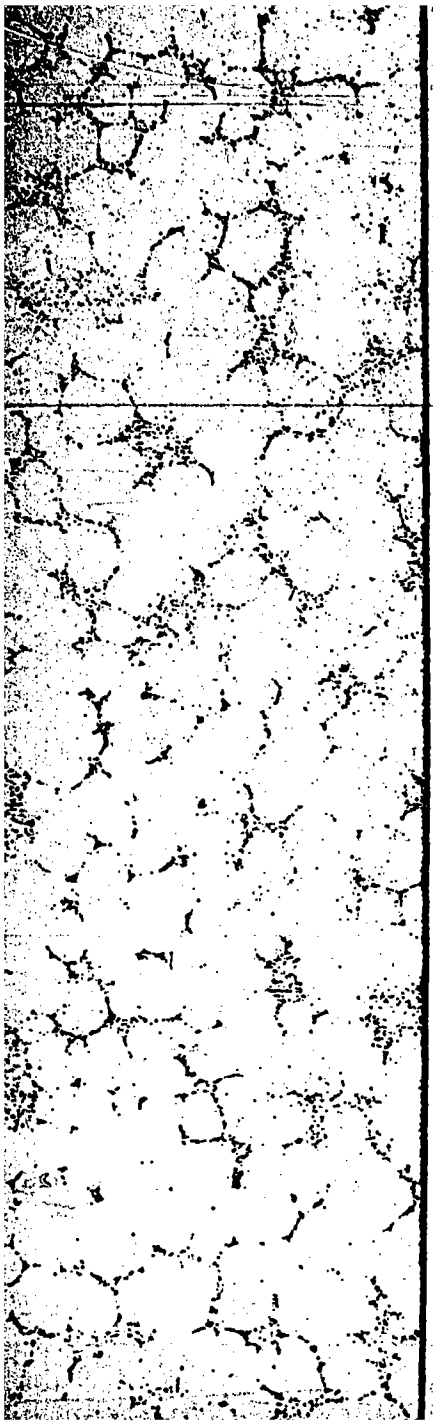
Project to Strengthen Dissemination

Fall Conference 1970

Spring Conference 1971

PROJECT

IMPROVEMENT OF THE DISSEMINATION FUNCTION OF STATE DEPARTMENTS OF EDUCATION



Project Organization

Steering Committee

Texas - Chairman
Massachusetts
Ohio
South Carolina
Utah
USOE - Project Officer

Fifty States
and
Territories

DISSEMINATION

MEANS THE SENDING OF EDUCATIONAL INFORMATION

- evaluation information
- descriptions of best practices
- information from research and other studies
- information about what's going on

TO A VARIETY OF AUDIENCES THROUGH A VARIETY OF MEDIA AND TECHNIQUES

FOR A VARIETY OF PURPOSES

DISSEMINATION INCLUDES

- Program Information
- Public Information
- ERIC
- PREP

DISSEMINATION INCLUDES

- reports of research and other studies
- departmental periodicals and other publications
- news releases
- radio and television efforts
- film
- conferences
- other activities

SPECIFIC OBJECTIVES

- clarify understanding of the dissemination function
- increase knowledge of dissemination
- strengthen the state as a information link
- provide a forum for the exchange of ideas
- increase the two-way flow of information through such channels as ERIC

ACTIVITIES

- surveys
  - state of the art
  - best practices
  - training needs
- conferences
  - Fall 1970
  - Spring 1971
- reports

Conference participants

- Dissemination specialists
- Researchers
- Public Information Officers
- Librarians

Responsibilities

- Attend Fall and Spring Conferences
- Report on Conference Activities to Key People in your Department
- Complete surveys
- Exchange Information

Conference Structure and Extra-curricular

- Reports
  - Project
  - NCEC
  - Model Projects
  - No host lunch
  - State of the Arts
- Small group discussions
  - Critique of Part II
  - Dissemination Activities
  - Texas Barbecue
- Panel report
  - Current promising practices
- Talk
  - Elements of a good dissemination program
- Question and answers

CONFERENCE SUMMARY

The agenda at the conference featured (1) reports on activities of the National Center for Educational Communication (NCEC) and model dissemination projects funded in Oregon, Utah, and South Carolina; (2) a brief summary of the information on current dissemination operation and practices from a highly informal survey; (3) small group and panel discussions on current best dissemination practices; and (4) a talk on the "Elements of a Good Dissemination Program."

HIGHLIGHTS OF DR. LEE BURCHINAL'S REPORT ON NCEC ACTIVITIES:

The national communication program is being built upon the following premises:

1. There are practices currently under way in some schools in the nation which can make a difference in education.
2. There are solid research and development products which should be disseminated.
3. Knowledge about how to communicate these findings and practices is increasing.
4. If current best practices are to be disseminated and installed, the National Center for Communication must build a coordinated program across the U. S. Office of Education. A program leading to installation will have to involve screening, use of many techniques--printed communications, conferences, models, pilots, inservice education, consultative assistance--and will require pooling of resources.
5. Efforts must involve state agencies because states are the primary linking agents; they have a unique role in dissemination.

Dr. Burchinal went on to describe a three-step model for communication to lead to some level of installation for every major priority:

1. Identify tested alternatives to current practices
2. Communicate results
3. Facilitate, encourage, partially fund trial installation. Provide technical assistance, inservice.

The national climate, he said, is conducive to developing such dissemination efforts. NCEC was established in 1970 as the locus for continuing educational information dissemination. The staff was agumented by 22 full-time professionals who are available to help in strengthening dissemination. The budget for NCEC was increased. Inter-bureau cooperation has emerged. There is increased use of management by objective and seeing how resources can be pooled to accomplish aims. Among specific activities currently underway to strengthen dissemination are efforts to increase ERIC in practical literature, describing, for example, successful local practices and to expand targeted communications programs such as PREP. In addition, he reported that model dissemination projects and projects as the one holding this conference have been funded and results will be communicated.

SUMMARY OF SURVEY OF DISSEMINATION FUNCTION IN STATE DEPARTMENTS OF EDUCATION

The information gathered from 44 states and territories completing a questionnaire, while highly subjective and not conducive to statistical analysis, does seem to point to some generalizations. Dissemination in state departments of education is fragmented; there appears to be a lack of coordination of dissemination activities. There may be a lack of commitment to dissemination as a major function of a state department of education.

This first very informal survey of dissemination will be followed in early spring by a more focused questionnaire, one asking for descriptions of organization and activities. This questionnaire will be mailed directly to project participants.

Of the 44 respondents, 23 reported having a separate organizational unit responsible for dissemination; 19 of these identified the unit as the public information office, or office of information and publications. Among others designated were Division of Dissemination (1) and Division of Diffusion (1). Fifteen states in which each unit in the SEA is responsible for its own dissemination indicated that there was no policy for central coordination of efforts.

SUMMARY OF SMALL GROUP DISCUSSIONS

Conference participants also met in small groups to help plan for the second survey and to exchange ideas about current best dissemination practices. Among ideas reported to the full group were the following:

Ideas for encouraging better use of
ERIC

- Send flyers to all schools explaining the what, why, how, and where of ERIC services
- Develop an inservice for potential users beginning with staff in state department of education
- Have consultants who spend time out in schools "selling" ERIC to teachers and administrators
- Print stories in department periodicals about benefits to be derived from "ficheing with ERIC"

PREP

- Distribute excerpts from packets tailored for specific audiences
- Print stories about material and its uses in department periodicals
- Distribute sets of materials to each school in the State
- Send list of all packets available with each PREP kit mailed out

Public Information

- For news services: Prepare each Monday a brief newsletter which provides short excerpts of what's going on and also list sources for additional information
- For television or radio: Send a flyer weekly directly to stations telling them they can get newsworthy tapes on specific topics. Develop tapes with each tape having a number of silence gaps where media people can tape in questions so it sounds as if they are having an interview
- Produce a 5-minute daily radio man on the street, interview with officials etc. The superintendent of public instruction is kept out of the picture unless absolutely necessary. Tapes containing five programs are mailed once a week. Identify state department of education as providing tape. Used in public service time.
- Send good publications, with broad audience appeal, legislative program, for example, to news media with cover letter

For Teachers, Administrators

- Develop yellow pages--a facsimile of the telephone directory yellow pages with state department personnel listed
- Publish guidelines for communications
- Invite lay people, government officials to make tours of selected schools, Title III projects, for example
- For teachers: Distribute a monthly tabloid right after the State Board of Education meeting.

Program Dissemination

- Develop a form for identifying innovative programs which should be widely known. Screen. Select best for use in bulletin.
- Sponsor conferences on promising educational practices, creative education fair.

Internal Dissemination

- Have monthly meeting of middle managers to share information about what's new in each department

All Out Campaign

- Select priority, might be right to read efforts. Use television, radio, news stories, bulletins. Develop fact sheet stating where state is and where it's going. Develop exhibits. Have all department specialists make all out effort to emphasize priority in their visits.

THE ELEMENTS OF A GOOD DISSEMINATION PROGRAM*

Paul D. Hood
Far West Laboratory for Educational Research and Development

After agreeing to speak to you on this topic, I was comforted by your choice of a working definition of dissemination: "The strengthening of educational practice through identifying promising new programs and sending out information about them through a variety of media to a variety of audiences."

I am not a scholar or a practitioner, but an educational systems engineer. My concerns are with developing workable solutions to the problem of improving educational practice, primarily through the application of research and development.

The Communication Program, which I direct, is a forty-man, three quarters of a million dollars a year effort aimed at developing systems and products; it has three goals:

1. The improvement of programs for training educational developers, disseminators and evaluators. This goal strikes at Lee Burchinal's first assumption: that there are validated educational practices worth disseminating. To be in the educational communications business, one has to believe in this assmuption; yet, if we are honest, we may admit there aren't as many good validated practices as we'd like, and those we do have were produced at a high price. We need better trained personnel to develop programs and to evaluate practices and to disseminate information about them.

2. Our second goal is to develop an advanced information processing and dissemination technology. You have just seen our ALERT orientation, which is one example of this effort.

3. Our third effort is concerned with utilization. The finest kind of targeted communication is unlikely to have much effect if the target audience is not motivated, organized, or trained to use information wisely. Our approach here is leading to the development of a comprehensive instructional planning and management system consisting of several alternative organizational arrangements, an array of training packages, and a set of diagnostic and evaluation devices and implementation aids.

It may sound like we are working all over the map. I assure you we are not! Our choices have been based on a systematic analysis leading to a choice of several critical problems which, in our view, must be attacked simultaneously if we are to improve educational practice.

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*Presentation at the Dissemination Conference, Austin, Texas, November 6, 1970.

After this preamble as to why I have such a personal interest in dissemination, let us approach the question of what are the elements of a good dissemination program by looking at R and D in another area: Leadership. Business, industry and the military have supported millions of dollars of R & D efforts to analyze leadership and train leaders. In the 1920's and 1930's the psychologists and sociologists attempted to distill the essence of leadership in terms of traits such as intelligence, creativity, honesty, courage, empathy, and drive. The needs for leaders in World War II proved this research to be almost useless -- it didn't help us select leaders and it provided us with no better basis for training leaders than the Ten Commandments or the Boy Scout Law.

In the fifties we discovered situational interaction analysis. The behavior demanded of a leader depended on the nature of the situation and the character of the leader and his followers. The Ohio State Leadership studies were at least conclusive on one thing. (Stogdill, 1948; Hemphill, 1949; Halpin, 1966) If the leader was perceived to be above average on suggesting effective solutions for getting the job done and was also above average in showing consideration of his followers' welfare, he was bound to score high on most judgments of either superiors or subordinates. If he scored low on both, he was a "dud" in everybody's book. The problem for the leader was to judge how much technical task orientation and how much concern for welfare was appropriate for a given situation. We thus began to get a handle on prediction and explanation, but training leaders was still a problem.

Then, in the 1960's, we discovered functional context training. (Shoemaker, 1960; Hood, 1967) This kind of training taught leaders how to analyze the context of a leadership problem and how to select appropriate, learned functions (e.g., strategies, heuristics, processes) for solving the problem. Practice was given in a variety of situations that might be encountered on the job so that the analysis and application could be performed quickly and effectively -- that is, the right function in the diagnosed context, or functional context training. This approach has provided us with a useful method for the design of leadership training systems. Now, what has all this to do with the elements of a good dissemination program?

I want to suggest to you that the trait approach -- careful, analytic characterization of separate, isolated elements of the dissemination problem -- is as barren of useful action implications for educational dissemination as it was for leadership. Yes, intelligence, creativity, courage, empathy, drive, and the like are important, but they aren't much help in making choices or improving what we've got to work with.

Now, situational interaction analysis comes closer. This analogy suggests to me that the kind and amount of dissemination activity or operation required is highly conditioned by the situation.

Can we push on to an analogy with functional context programming and training? I believe we can. Recall that the key here lies in looking for the generalizable functional requirements that occur in many situations, and then in developing proven strategies, heuristics, and processes for meeting these functional requirements. Leadership or, in this context, the

management of dissemination, is enhanced by development and application of appropriate situational analysis and functional problem solving skills.

So much for my leadership R & D analogy and its possible implications. But let's try to translate it into relevance for the "nitty-gritty."

Assertion Number 1: The important educational dissemination functions are basically the same everywhere; but because the contexts are different, from state to state, from target audience to target audience, and from one type of information source to another, we have a situational interaction problem. This implies that the particular configuration of elements and activities constituting an appropriate dissemination operation in one state for one target audience, with specific needs at a specific time, will not necessarily be a good configuration in a different situation. In other words, there is no such thing as one fixed, good solution. The solution calls for a dynamic search for a reasonable fit to a complex set of objectives.

Assertion Number 2: Despite this somewhat discouraging lack of simple solutions, there is in fact a small number of rather powerful heuristics for planning, programming and management of dissemination work. In my book, these are the elements of a good dissemination program. Please note they are heuristic for finding and maintaining a good dissemination program (or in fact nearly any kind of rational operation). They don't guarantee you will have a good dissemination program, but they increase your chances.

First, there must be an adequate and reasonably current analysis -- of problems, goals, the state and characteristics of the information input, the information needs and characteristics of target audiences, the state of the art in information processing and communication -- and a careful evaluation of resources and constraints. (Coney, Plaskett, Roggenbuck and Hood, 1968) In other words, there must be some kind of problem definition and a systems or operations analysis, so that current or proposed dissemination operations and contexts can be defined and examined. A major impediment to practice improvement of the dissemination process itself is the failure to select or the inability to apply the appropriate functions required in a given context.

Five notable translations of the systems analysis orientation into educational contexts are Bela Banathy's text on Instructional Systems, Robert Corrigan's Systems Approach for Education, the San Mateo County Office's Preparing Educational Planners (Project PEP) publications (Evans, 1969; Miller, 1969; Rogers and Svenning, 1969) and Ron Havelock's A Guide to Innovation in Education. I commend any and all of these to you.

Second, the dissemination program must maintain an actionable conception of purpose and an ability to evaluate performance against standards. This implies the progressive refinement of goals into goal indicators, and goal indicators into measurable objectives and the ability to monitor performance. This need is easily asserted since without the ability to compare accomplishments with intentions, there is no

effective basis for management, evaluation or sure improvement. But there is probably no element of a dissemination program which is as difficult to achieve as this one. It means we must set priorities and define success and failure. Measurement of the effect and value of information is a conceptual and technical problem which plagues the information sciences. However, it is appalling to me that so little dissemination in education is evaluated. Recently, in critiquing a conceptual analysis of the status and relationships of educational research, development, evaluation, and diffusion, I challenged the author's treatment of educational diffusion as being wholly outside the area of "systematic inquiry." Their only concession was that occasionally someone did research on the process of diffusion.

We certainly do need more research on educational diffusion and dissemination, but even more we need more and better evaluation of what our dissemination accomplishes. We cannot be content to count requests, purchases, and the like, or to collect testimonials. We need to state at least the immediate, if not the delayed, intended effects of our efforts and then try to measure them. Fully a third of our Communication Program dollars is spent on evaluation. It is expensive and difficult, the results are sometimes demoralizing, and yet we dare not call ourselves accountable if we proceed without it.

Third, the good dissemination program -- given an adequate analysis, a clear conception of goals and priorities, and an ability to evaluate outcomes -- must have the ability to select and use efficiently appropriate mixes of strategies. Dr. Lindsay, in describing the Utah Model yesterday, referred to their selected mix of mandate, rational and interaction strategies.

Ron Havelock's analysis of some 4000 pieces of literature dealing with research utilization and planned change (Havelock, 1969) leads to the conclusion that the problem can be viewed from four perspectives.

He terms the rationalistic approach "the research, development and diffusion perspective." From this perspective, one looks at what roles in which institutional settings provide the needed functions for a scientifically based method of practice improvement.

The "social interaction perspective" takes a sociological view by looking at questions of interpersonal influence, communication patterns, and social norms.

The "problem solver perspective" is social-psychological and clinical in its orientation. It considers how individual needs and motivation relate to problem solving.

Havelock proposes a dynamic synthesis of the above, which focuses on linkage between roles, institutions, and functions. The emphasis is on whether the linkage agent can diagnose and simulate the understandings and processes of the user so that the agent may both provide problem solving resources and eventually stimulate self-initiated solutions within the client system.

In a given situation one of these perspectives may be more useful than another, and often two or more of the perspectives may be taken simultaneously. For instance, it appeared from Dr. Lindsay's brief description that the Utah Model relies primarily on face to face social-interaction strategy, with rational use of a knowledge base as the major secondary strategy. By contrast, our ALERT System is basically rationalistic, but carefully designed and rigorously field tested to offset the lack of face to face linkage. One impediment to educational dissemination is that we don't have a validated, specific, detailed "strategic doctrine." The necessary compensation is the ability to monitor and evaluate what we are doing and if at all possible to deliberately experiment to improve what we are doing and our understanding of it.

Fourth, given that we have all of the above elements, we are then ready to approach what some disseminators perceive as their entire job -- the technical ability to select, format, and communicate. But there are non-trivial problems here, such as what constitutes a validated, promising educational practice? or how do we find and identify them? or how do we efficiently obtain, evaluate, transform, format, store, retrieve, organize, and transmit the needed information? This is an area where we disseminators need to do some dissemination among ourselves about our own evaluated and validated practices.

The Communication Program of the Far West Laboratory is developing a number of technological products in this area. They include manuals for defining and surveying educational developments, criteria to judge the character of developments, handbooks for outlining and recording information, procedures for classifying, cataloging, storing, retrieving, and updating information products, systems for objective curriculum analysis and evaluation, systems for gathering users' evaluations of developments, procedures for transforming all the information into products (including guides for writing and coding the ALERT cards, and guides for preparing audiovisual briefings, written summaries and reports) and finally procedures for packaging, servicing, testing, training staff, scheduling, budgeting, and so forth. Development, evaluation and refinement of such procedures is expensive and time consuming, but all are necessary in order to convert "art" into "technology" -- and so that we can share our validated technical practice with others.

The fifth, and final element of a good dissemination program comes somewhat naturally from the previous four. It is the ability to manage and improve on the services we are providing. Dissemination is a costly, labor intensive, primitive art at present. Our knowledge base is poorly organized and of uneven quality. Our audiences are generally diffuse and poorly differentiated. Our tools and techniques are generally simple and inefficient. Our resources are usually small in comparison to the task. Many of our dissemination personnel are intelligent and motivated, but poorly prepared to deal with such a complex set of functions and an often staggering workload.

Now to recap. I am asserting that educational dissemination is presently a poorly understood, creative, interactive problem solving

process. The elements of a good dissemination program are thus basically problem solving functions which are evoked by a specific set of situational contexts. I have suggested five general heuristics which, taken together, provide a minimal planning, programming, and management strategy. These are:

1. systems and operations analysis;
2. clarification and prioritization of goals and objectives and establishment of performance evaluation methods;
3. selection and improvement of appropriate dissemination strategy;
4. selection and refinement of efficient technology for identifying and communicating validated practices to appropriate audiences with efficient media and messages; and finally,
5. management by objectives of the entire process.

Our challenge is to provide the self-renewing linkage between potential users and potential resources. It is not a passive conveyor role, but an active, evaluative, problem solving, linkage role which calls for a fine blend of imagination, empathy, drive, and for all those essential traits to be linked with the most systematic analytic and synthetic functions we can master. But above all it calls for a clear sense of the situation, of the direction to be taken in that situation, a willingness to experiment, and an ability to evaluate the outcomes as we search for a better dissemination program.

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APPENDIX F:
Summary for Steering Committee Meeting

SUMMARY OF STEERING COMMITTEE MEETIN

Austin, March 10-11, 1971

Steering Committee Members

Present: Virginia Cutter, Director of Dissemination, Texas Education Agency, Project Director

Robert Chesley, Research Associate, U. S. Office of Education, Project Officer

W. E. Ellis, Director of Research, South Carolina

Kenneth Lindsay, Coordinator, State Board of Education, Utah

Patricia Stevens, Department Librarian, Massachusetts

Mrs. Anne Kohler, Research Utilization Specialist, Texas Rehabilitation Commission met with the group to assist in planning the program for the May 5-6 meeting. At her suggestion, Dr. Paul Leary, West Virginia Rehabilitation Research and Training Center, was invited to be the speaker. The group also refined conference objectives and planned the program. (A copy is attached.)

It was decided to develop discussion guides for leaders of all small group activities. For example, Dr. Chesley suggested that the Wednesday afternoon small groups might explore such questions as how various states use OE services, what service they might like in addition to or in lieu of some current services, what they would recommend to improve OE-state relationships.

Dr. Chesley also suggested that an advance copy of some of the major points to be made by the OE panel be sent ahead of time to participants. This would allow for careful reading and reaction and should make for better small group discussion. We will mail these out along with some of the other materials we will be sending before the conference.

TENTATIVE PROGRAM-DISSEMINATION CONFERENCE
May 5-6, 1971

May 5

9:00-9:30	Welcome Greeting Conference Overview
9:30-10:00	Dr. Paul Leary Reserach Utilization Dissemination in State Department of Fducation
10:00-10:30	Panel - "What this means to me and my job" Public Information Officer Researcher-Librarian Disseminator for Federal Programs Planning Specialist
10:30-10:45	Coffee
10:45-12:00	Small Group Discussions: (Job alikes) To explore the implications of Dr. Leary's talk in their particular jobs and to come up with recommendations for implementing some of the suggestions
12:00-1:45	Lunch
1:45-2:15	National Thrust: To bring participants up-to-date on activities of NCEC
2:15-2:45	Educational Products Display
2:45-3:00	Coffee
3:00-4:00	Small Groups: (Participants will be assigned to these) How can USOE help strengthen state dissemination staffs and their efforts? How can states help strengthen USOE efforts?
4:00-4:30	Panel - Report Recommendations of the Small Groups

May 6

9:00-10:00	Panel - Report on Promising Practices
10:00-10:15	Coffee
10:15-11:30	Small Groups: (Participants may select one or more to attend) These groups will feature indepth discussion of promising practices with emphasis upon how the program was evaluated.
11:30-12:15	Summary of the Project: Participant evaluation of what the project has tried to do and suggestions of where we go from here.

March 19, 1971

Dr. J. W. Edgar
Commissioner of Education
Texas Education Agency
Austin, Texas 78711

Dear Dr. Edgar:

Last fall, chief state school officers were invited to name a staff member to participate in a national project to strengthen the dissemination function in state departments of education. The project is supported under a grant by the U.S. Office of Education to Texas. The major vehicle chosen by the project to work with the states was a series of conferences, one planned for November, 1970 and one for the spring of 1971. One of the responsibilities of those selected by the states to participate was to attend both conferences.

The Project Steering Committee was delighted with the cooperation of the states and on November 5-6 over 40 representatives of state departments of education attended a dissemination conference in Austin, Texas. A list of those named as official project representatives is enclosed.

Plans are currently under way for the second of this two-conference series to be held in Columbia, South Carolina, May 5-6. Because time is short, we have been in touch by telephone with representatives named by the states to alert them to the May 5-6 dates. Additional information about the conference will be sent to them within the next few days. Again, the project can pay travel (tourist class) and $25 per diem for the days of the conference.

We are looking forward to your continued cooperation. Project activities are designed to improve dissemination across the Nation, and we hope your participant has found them to be helpful.

Sincerely yours,

(Mrs.) Virginia Cutter
Project Chairman

Enclosure

• STATE BOARD OF EDUCATION
• STATE COMMISSIONER OF EDUCATION
• STATE DEPARTMENT OF EDUCATION

78711

March 19, 1971

TO PARTICIPANTS IN THE NATIONAL DISSEMINATION PROJECT:

Greetings to each of you--those who were with us in Austin, Texas, November 5-6, and those who were not able to make that meeting but hope to the next! And speaking of the next meeting, plans are well under way.

The South Carolina Department of Education will be our host for a May 5-6 meeting in Columbia, South Carolina. The project Steering Committee (Utah, Massachusetts, South Carolina, Ohio, and Texas) has planned what should be a really good program--that is, if each of you will do your parts. (A tentative program is attached.)

As you know, one of the goals of the project is to encourage the exchange of information about promising dissemination practices and programs. You can exchange information at the conference in four ways:

- by telling others about what you are doing through participation on a panel,
- by discussing your activities in small groups and informal conversation,
- by bringing along printed materials to give to others at the conference, and
- by providing information prior to the conference for the project to print and distribute at the meeting.

We are now in the process of identifying program participants. If you are willing to be considered as a panel member or a group leader (and we do need for you to be), won't you please send me a brief description of what you are doing that you can share with others. Just select an activity or program you are pleased with, one you know is working. It may or may not be new. What is old in your state may be new in another!

In your description include what you are doing and how. In other words, tell us something about both the process and the product. We would like to print descriptions of promising practices to distribute at the meeting, so won't you let me know today what you would like to share.

You will be getting more information about conference reservations and the final program, but mark your calendar now for May 5-6. You will probably need to fly into Columbia May 4 and you can plan to leave anytime after noon on May 6. As usual, the project will pay for your flight (tourist class only) and for $25 per diem for two nights in Columbia for the official project representative. A registration form is attached.

The Steering Committee joins me in saying we are looking forward to seeing you in South Carolina. I'm looking forward to seeing the descriptions of your activities in my mail next week!

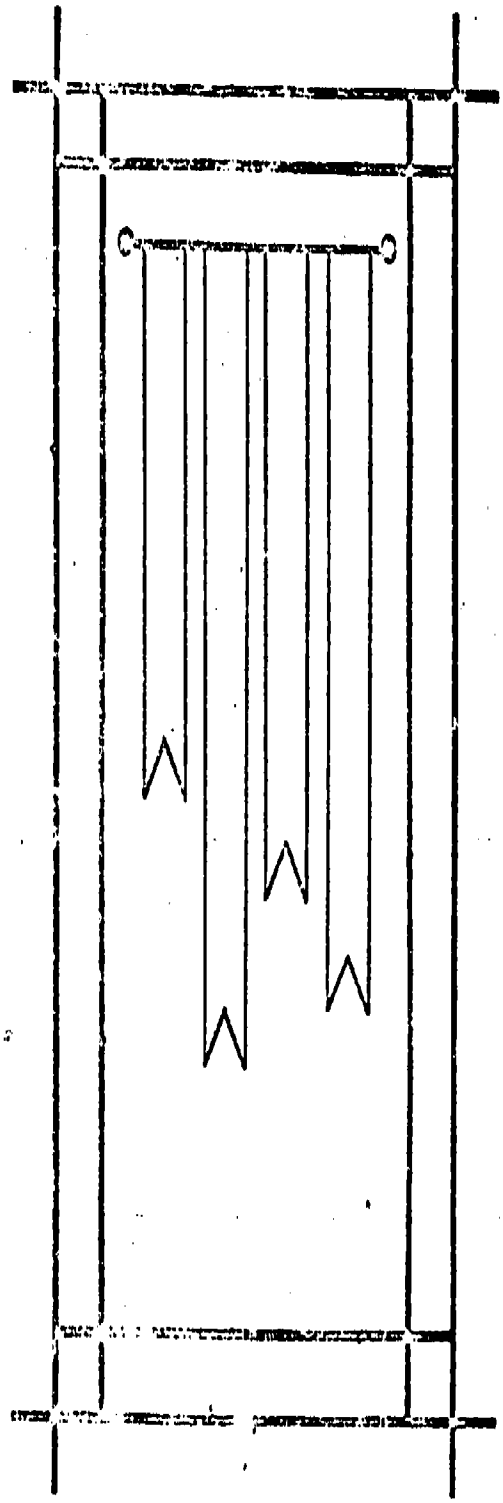
Sincerely yours,

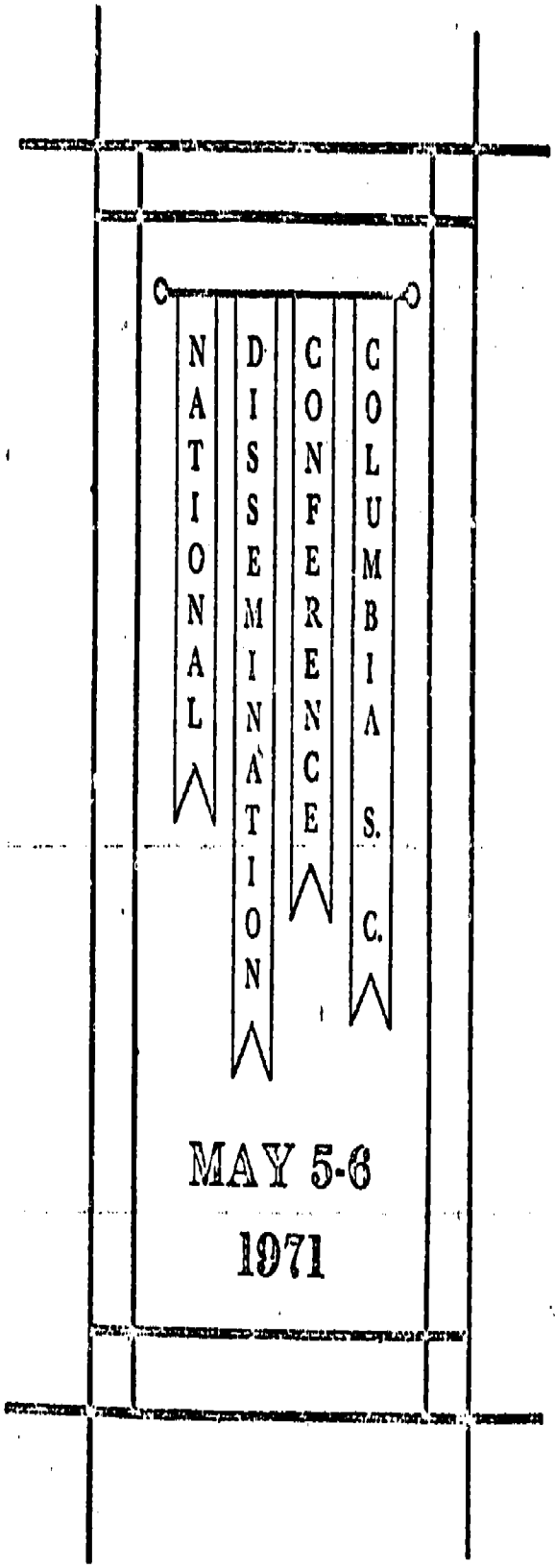
Virginia Cutter

(Mrs.) Virginia Cutter
Project Director

/je

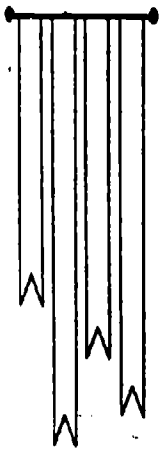
APPENDIX G:
Program for Second Dissemination Conference




NATIONAL
DISSEMINATION
CONFERENCE
COLUMBIA S. C.
MAY 5-6
1971

NATIONAL DISSEMINATION CONFERENCE

At The Rutledge Building



MAY 5

9:00-9:30 Opening Session
Ground Floor Conference Room

Presiding –
Virginia Cutter, director of the project to strengthen the dissemination function in state departments of information, Texas Education Agency

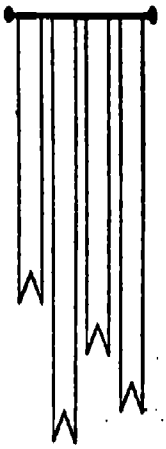
Greetings –
Earl E. Morris, Lieutenant Governor, South Carolina

Welcome –
Jesse A. Coles, deputy superintendent for administration and planning, South Carolina Department of Education

Conference Overview

9:30-10:00 "Moving Research Findings Into Educational Practice"

Speaker –
Paul Leary, Rehabilitation Research and Training Center, Institute, West Virginia



10:00-10:30 "What This Means To Me And My Job"

Responders –
Public Information Officer: Mary Perry, public information officer, Vermont State Department of Education

Researcher-Librarian: Patricia Stevens, department librarian, Massachusetts State Department of Education

Disseminator for Federal Programs: Robert E. Hutchison, specialist, West Virginia Department of Education

Curriculum and Planning Specialist: Royal R. Henline, chief, Curriculum, Nebraska State Department of Education

10:30-10:45 Coffee

10:45-12:00 Job-Alike Group Discussions

To explore implications of the keynote address for specific jobs, and to make recommendations for implementing suggestions

Public Information Officers – In Ground Floor Conference Room
Researcher-Librarians – In Anteroom, Ground Floor
Disseminators for Federal Programs – In Ninth Floor Conference Room
Curriculum and Planning Specialists – In Second Floor Conference Room

12:00-1:45 "Top of Carolina" Lunch

1:45-2:15 "National Thrusts in Communication"
Ground Floor Conference Room

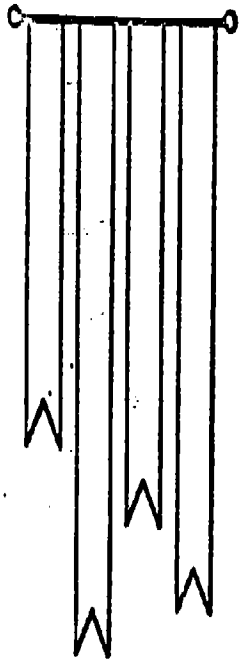
Presiding –
W. E. Ellis, director, Office of Research, South Carolina Department of Education

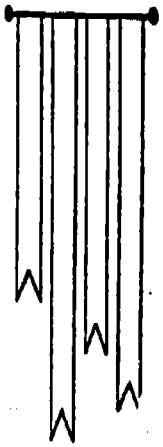
Speaker –
Lee Burchinal, National Center for Educational Communication, associate commissioner, U. S. Office of Education

2:15-2:30 Educational Products Display

Speaker –
Richard A. Elmendorf, research associate, National Center for Educational Communication

2:30-2:45 Coffee





2:45-3:45 Small Group Sessions

To discuss how USOE can help strengthen state dissemination staffs and their efforts, and how states can help strengthen USOE efforts

Participants will be assigned to groups

Group 1, Ground Floor Conference Room; leader, Richard Schallert, chief, Information Services and Publications, Iowa Department of Public Instruction

Group 2, Ground Floor Conference Room; leader, John Church, chief, Bureau of Program Planning and Research, California State Department of Education

Group 3, Ninth Floor Conference Room; leader, Robert A. H. Fraser, supervisor of dissemination, Delaware Department of Public Instruction

Group 4, Second Floor Conference Room; leader, Robert E. Hancock, consultant, Florida State Department of Education

Group 5, Anteroom, Ground Floor; leader, Roger J. Fish, coordinator, District of Columbia Public Schools

3:45-4:15 Small Group Recommendations
Ground Floor Conference Room

Recorders –

Group 1, Charles A. Brown, consultant, Idaho State Department of Education

Group 2, Mary Marshall, director, Information and Publications, Kentucky State Department of Public Instruction

Group 3, Donald Russell, head, Education Information Systems, Wisconsin Department of Public Instruction

Group 4, Melvin Self, consultant in special projects, Maryland State Department of Education

Group 5, G. W. House, educational consultant, Alabama State Department of Education

4:15 Educational Products Display

Transportation will be provided

MAY 6

9:00-10:00 Reports on Promising Practices
Ground Floor Conference Room

Presiding –
Diana J. Ashworth, chief supervisor, Research Information Unit, South Carolina Department of Education

Reports –
Carl K. Godard, consultant in dissemination, Colorado Department of Education

Vester M. Mulholland, special consultant, North Carolina Department of Public Instruction

W. E. Ellis

Kenneth P. Lindsay, coordinator, Utah State Board of Education

Jack Beck, information retrieval specialist, Oregon Board of Education

Louis A. Cohen, chief, Bureau of Occupational Education Research, New York State Education Department

Virginia Cutter

10:00-10:15 Coffee

10:15-11:30 Small Groups

Participants select one or more. Rooms to be announced.

To provide in-depth discussion of promising practices, with emphasis on how programs were evaluated

11:30-12:15 Summary of the Project
Ground Floor Conference Room

Participant evaluation of what the project has tried to do, with suggestions of where we go from here

Presiding –
Virginia Cutter

APPENDIX H:
Final Evaluation

FINAL EVALUATION: PROJECT TO STRENGTHEN THE DISSEMINATION FUNCTION IN THE STATE DEPARTMENTS OF EDUCATION

As the Project to Strengthen the Dissemination Function comes to the end of its year of operation under the sponsorship of the Texas Education Agency, we need to look at its progress and chart its next steps. You can help the project Steering Committee to make informed decisions by taking a few minutes to complete the following evaluation form. The form is divided into two sections. The first is to be completed only by those of you who attended the November Conference in Austin. The second is to be filled in by all of you in attendance today.

Please check the appropriate answer.

I. 1. Did you attend the Conference in Austin? Yes 19 No 15

2. If yes, please answer the following questions.

a. Did attendance at that conference provide you with information which was helpful to you in your job responsibility?
Yes 15 No ___ Can't Remember 2

b. Did you try any new dissemination ideas because you attended that conference? Yes 5 No 4

c. If yes, please identify briefly what you did.

_____

_____

d. Following the Austin Conference, did you get in touch with (write or call) any other participant in order to:
(1) share information Yes 8 No 8
(2) secure information Yes 12 No 4
(3) other (please specify) _____

e. What experience of the project would you rate most helpful? Rank in order of importance with 1 considered most helpful.
(1) Meeting at conferences 3
(2) Establishing an information network of people with similar responsibilities 1
(3) Receiving printed materials 4
(4) Strengthening lines of communication to and from USOE 2

f. Looking back over your participation in the project since November, how would you, in general, rate your experience? Circle the appropriate point on the continuum.

Very helpful	Somewhat helpful	Not very helpful	Not helpful at all
10	7	0	0

Numbers indicate number of people

II. Please respond to the remainder of this questionnaire in terms of your experience at this conference. Indicate your response by circling the appropriate number.

	None	Some	Much	To A Great Extent
(1) Extent to which the Conference met your expectations	1 0 (0%)	2 5 (13.5%)	3 24 (64.9%)	4 8 (21.6%)
(2) Extent to which the keynote address increased your knowledge of how research findings can be moved into educational practice	1 0 (0%)	2 14 (38.9%)	3 13 (36.1%)	4 9 (25.0%)
(3) Extent to which the "job alike" sessions increased your knowledge of the implications of the keynote address for your job responsibility	1 1 (2.7%)	2 20 (54.1%)	3 9 (24.3%)	4 7 (18.9%)
(4) Extent to which the conference provided information on the national thrust in educational communication	1 1 (2.7%)	2 7 (18.9%)	3 19 (51.4%)	4 10 (27.0%)
(5) Extent to which the conference provided information on promising dissemination practices	1 0 (0%)	2 11 (28.9%)	3 18 (47.5%)	4 9 (23.7%)
(6) Extent to which the Educational Products Display provided information useful to you	1 3 (8.8%)	2 15 (44.1%)	3 10 (29.4%)	4 6 (17.7%)
(7) Extent to which the small group sessions provided a forum for the exchange of ideas	1 1 (2.8%)	2 6 (44.1%)	3 18 (29.4%)	4 11 (17.7%)
(8) Extent to which the conference provided you an opportunity to express your ideas about dissemination.	1 0 (0%)	2 10 (27.8%)	3 23 (63.9%)	4 3 (8.3%)

Please make any comments about the Conference, its organization or its content, which you think would be helpful to planners of future meetings.

1. Perhaps each state might pay for the expenses of its own representative in future conferences. At any rate, at least one conference of this kind (with modification) should and must be held if our objectives are to be met.

2. Establish informal interaction sessions. More time devoted to small interest groups. Less structure, some day free time built in. More time for entire conference - four to five days.

3. Should be longer(four or five days) for training of attending personnel in methods and procedures in dissemination. They in turn will train key people in their states.

4. This was a fine conference room--that is somewhat important. Really a very fine conference. Could mailings during the next four months be made to participants?

5. The conference was very good. This group should continue to meet. I would be willing to host a meeting in Reno, Nevada. - Bob Lloyd

6. Zeal for problem solving could be triggered by a "needs assessment" expansion of #7. An excellent job of hosting and resource use was done here!

7. I felt this conference, rather more so than Texas, utilized productively the differences in functions of the State representatives. However, until and unless more top management in the way of State Commissioners or Division Directors are actually involved, it may be a long process to get the salient idea across.

8. Discuss in depth some of the dissemination and resultant change at local level.

9. There should be more provisions made for public information people to get together and discuss their problems. Their needs are different than researchers and are concerned with areas more than PREP and ERIC. Groups should be divided more by speciality with general sessions for all. A media type should be on the steering committee.

10. Highly organized and very well planned. Too much in too little time. Need minimum of three to five days.

11. Full two day conference in future more input from participants.

12. Would help if meetings were held at place where conferees were staying. Well done otherwise. South Carolina staff very, very fine-Southern hospitality very evident.

13. If possible, I would like for there to be two from each state, so a public information officer and a program planner would get the same message and could go on together. May finances makes this impossible.

14. We need task forces which will have performance objectives which we could select to achieve during the conference.

15. Felt job-alike (meeting people with similar positions, purposes, and problems) were most valuable. If possible people from federally funded information dissemination centers as well as state education department personnel should be official delegates. These people cannot only learn, but contribute to the conference.

16. More small group sessions needed, less jargon, more similarity of job responsibility in group sessions.

17. Small group work sessions most useful. Need more practical application. Let's practice what we preach!!!!

18. I believe that it might be worthwhile to include simulation exercises as part of a 3-4-5 day conference in the future. The product of such an exercis might be a model that <u>each</u> state could adapt to meet its own uniquenesses, and the "model" might be useful in "selling" the message of new dissemination

19. More detailed information, as for in advance as possible, about conference topics, to be fully prepared. As a representative of a state, one tries to get as much information to take back as possible.

20. More informal session opportunities needed. More information on process by which the "leader" states acquired legitimacy of SEA hierarchy in their efforts. T/A for those states which are still lagging in acceptance of dissemination an on SEA function

21. I think much of the value comes with continued contacts, increased rapport. I would appreciate more concrete ideas, more "how-to". Longer training sessions would be welcome. Continued in-put from our [illegible] friends is essential -- we need to be kept in touch with latest developments.

22. The time has come for an interaction, roll-up-our-sleeves conference. Maybe one strong keynote as part of a steering critical summarization session. Schedule more time in an effort to eliminate people learning during second morning. I feel we now need to adapt a "common level of identify" in order to develop stranger objective and responsibility guidelines for dissemination.

23. Unusually well-planned and executed. Remarks, as often as possible, mimeographed for later consumption; e.g. each state might put in capsule form its organization for dissemination and utilization as well as outstanding features of dissemination program. This Project might sponsor one-day regional conferences for chief school officers and top-level decision-makers. A state-of-the-art paper, prepared by this project, would be useful to every state. Perhaps this might be done by an ad hoc committee.

24. It was great. Accommodations fine. Excellent presentations.

25. The conference should last at least three days to a week to allow more time for interaction and exchange of ideas between conferees. Small groups (changing members each time) is an excellent way of getting down to the meat of the matter. Also this informal method speeds information exchange among participants. I felt this conference to be extremely valuable and I hope that they will continue on a regular basis.

26. Should we be looking at an organization of professionals. This would help delineate many problems. Need longer conference, two days inadequate. Retreat type or more interpersonal contact should be considered. (Build agenda first session. Have one good keynote)

27. I feel a scheduled social prior to beginning the next conference would be helpful in providing the learning atmosphere needed to be successful.

APPENDIX I:
Materials sent to Participants in
Second Dissemination Conference

NATIONAL DISSEMINATION
CONFERENCE PARTICIPANTS

May 5 & 6, 1971
Columbia, South Carolina

Alabama	Mr. G. W. Hause
Arizona	Mr. Gerald H. Cline
Arkansas	Mr. Victor H. Wohlford
California	Dr. John Church
Colorado	Mr. Carl K. Godard
Delaware	Mr. Robert A. H. Fraser
D. C.	Mrs. Robyn Baugham
Florida	Mr. Robert E. Hancock
Idaho	Mr. Charles A. Brown
Illinois	Mr. Norman E. Rawson
Indiana	Mr. Richard C. Balough
Iowa	Mr. Richard E. Schallert
Kansas	Mr. Arlin R. Morgan
Kentucky	Mrs. Mary Marshall
Louisiana	Mr. Charles S. Smith
Maine	Miss Marion Cooper
Maryland	Dr. Melvin L. Self
Massachusetts	Mrs. Patricia Stevens
Minnesota	Mr. Eugene B. Kairies, Jr.
Missouri	Mr. Glenn White
Montana	Mrs. Marilou Madden Mrs. Sheryl Hutchinson
Nebraska	Mr. Royal Henline
Nevada	Mr. Robert L. Lloyd
New Hampshire	Mr. Robert H. Fay
New Jersey	Dr. John J. Casey

New Mexico	Mr. C. M. Hill
New York	Mr. Gregory Benson, Jr.
North Carolina	Dr. Vester Mulholland Mrs. Gladys Ingle
Vermont	Miss Mary Perry
Virginia	Mr. Philip F. Boepple
West Virginia	Mr. Robert E. Hutchinson
Wisconsin	Mr. Don Russell
Wyoming	Mr. Paul D. Sandifer
Ohio	Mr. Jack D. Gilbert
Oklahoma	Peggy Gill
Oregon	Dr. Milt Baum Mr. Jack Bech
Pennsylvania	Mr. Richard R. Brickley Carolym Trohoski
Rhode Island	Mr. Charles Mojkowski
South Carolina	Dr. W. E. Ellis
South Dakota	Mr. Larry Tennison
Tennessee	Mr. Clark Meadows
Texas	Mrs. Virginia Cutter
Utah	Dr. Kenneth P. Lindsay Kathy Wallentine
USOE	Dr. Charles Fitzwater
USOE	Dr. Lee Burchinal
USOE	Dr. Mike Becker
USOE	Dr. Tom Clemens
USOE	Dr. Richard Elmendorf
USOE	Dr. Robert Chesley
USOE	Dr. Charles F. Haughey

The South Carolina Pilot Program for Information Dissemination began its operation in July of 1970. Inherent in the program is the concept of providing information relevant to the needs of educational managers and practitioners to assist them in their decision making. The desired result of the provision of such information is the improvement of educational practice including the installation of new programs, and procedures and the improvement of existing procedures at both state and local levels. The basic design for accomplishing this task stipulates that interpersonal communication links are essential.

A retrieval center has been established in the state education agency to assemble relevant information on requested topics and disseminate this material. This center helps to provide the interpersonal communication link between the state and local levels.

A significant experiment is being conducted in two areas of the state to assist in the utilization of the information provided by the retrieval center. The Communication Specialist concept is the focal point of this experiment. Two Communication Specialists, one in each target area, devote full time to determining the information needs of the educational personnel in their district, relaying these needs in the form of requests to the SEA retrieval center, and assisting the local educational personnel in the interpretation and utilization of the information provided by the retrieval center. The Communication Specialist attempts to maximize the interpersonal communication linkage at the district level and between the district and state levels. He makes use of the resources available within the State Agency. State consultants and technical assistance teams are working with the Communication Specialist on identified needs of the district.

The pilot program is also providing a professional service to the SEA personnel by permitting them to tap the resources available through the information service to keep informed of the latest developments in their field.

In addition to serving two target school districts and the State Education Agency the Pilot Program has been expanded to extend the information retrieval service to include the other ninety-one school districts. Fifty-seven of these ninety-one school districts have named information dissemination representatives to facilitate the communication between the local school districts and the Research Information Unit.

The Pilot Program is designed to coordinate, strengthen, and supplement the on-going activities of the state education agency. All South Carolina school districts as well as the State Education Agency are presently being encouraged to utilize the product of the Research Information Unit to assist in their educational planning and decision making activities.

Greg Benson
Research Assistant
Dissemination Conference
Columbia, South Carolina
May 5-6, 1971

ERIC ... and the New York RCU

In recent years, much emphasis has been placed on the rapidly changing and greatly expanding activities now inherent in the field of education. To fulfill the need for new curricula, programs, methods, and organization, a great deal of research and project-generated information has been developed.

This ever-increasing volume of educational information -- in the form of developmental, pilot, and demonstration projects as well as fundamental research -- quickly made apparent the need for a system of information storage and retrieval readily available to local educators.

National ERIC ...

In response to these needs, the Educational Resources Information Center - ERIC - was established in 1966 by the U.S. Office of Education. ERIC is a nationwide system which acquires and stores educational information and then makes this information readily available to all educators. Although in existence for only 4 years, ERIC already contains over 40,000 education documents.

The central coordinating unit of ERIC is located in Washington and is affiliated with 19 information clearinghouses, each devoted to a specific subject area of educational concern.

These clearinghouses, located at universities and educational organizations throughout the country, evaluate completed research documents. Some of the major areas covered by the ERIC Clearinghouses are:

Adult Education
Counseling and Personnel Services
Disadvantaged
Early Childhood Education
Educational Administration
Educational Facilities
Educational Media & Technology
Exceptional Children
Higher Education
Junior Colleges
Library and Information Sciences
Linguistics
Reading
Rural Education & Small Schools
Science & Mathematics Education
Teacher Education
Teaching of English
Teaching of Foreign Languages
Vocational & Technical Education

If the clearinghouse judges a document to be of national significance, an abstract is written, an ED (education document) identification number is assigned, and the document is then indexed in the monthly journal, Research in Education (RIE). Each edition of RIE contains the abstracts of all documents selected that month for the ERIC collection; the selected documents are then indexed by subject, author, and institution. A one year (12 issue) subscription to RIE can be ordered for $21 from:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

RIE annual indexes are also available from the above location.

Documents, once they become part of the ERIC collection, are available in two forms - microfiche and hardcopy. Microfiche is a 4-by 6-inch transparency which can contain up to 70 standard pages printed in photographically reduced size; documents on microfiche are read with the aid of a microfiche reader. Hardcopy is the reproduction of a document on standard size paper. Both microfiche and hardcopy reproductions of ERIC documents can be ordered from:

ERIC Document Reproduction Service (EDRS)
National Cash Register Company
4936 Fairmont Avenue
Bethesda, Maryland 20014

The cost of documents varies with their length. In general, hardcopy is 5 cents per page and microfiche is 25 cents each.

A new monthly indexing journal, related to the ERIC collection and RIE, is Current Index to Journals in Education (CIJE). This journal consists of detailed indexing of the articles found in 530 educational and education-related periodicals. A one year (12 issue) subscription to CIJE can be ordered for $34 from:

CCM Information Corporation
909 Third Avenue
New York, New York 10022

Semi-annual and annual indexes of CIJE are also available.

and the New York RCU . . .

The New York State Research Coordinating Unit (RCU), as the New York ERIC liaison, has actively incorporated the ERIC system into its service-oriented functions. In order to establish a network for the effective dissemination of ERIC resource materials, the RCU enlisted the cooperation of 32 institutions within the State, each having an ERIC microfiche collection, microfiche readers, and a subscription to RIE. These cooperating institutions agreed to make their ERIC collection available to local educators and other interested persons within their region. (A list of the 32 facilities can be found on page 8.) The RCU, located in the Bureau of Occupational Education Research of the New York State Education Department, has a complete ERIC collection and the equipment to reproduce ERIC microfiche as well as New York State curriculum materials now available on microfiche.

The establishment of this diffusion network -- involving ERIC, the RCU, and the 32 cooperating institutions -- has led to three distinct phases of operation.

The Input Phase

The RCU receives, for possible inclusion into ERIC, educational research and development documents - including innovative programs and projects. These are submitted from local, public, and private education agencies, and from the State Education Department. A local district, school, or individual educator in New York State can therefore contribute any document which has been produced and which is considered significant. After a document is received by the RCU, it is evaluated and then sent to Central ERIC for further evaluation and possible synthesis into the ERIC system.

The Output Phase

A number of possibilities are open to the local educator in New York State who desires educational research information.

1. The 32 ERIC cooperating institutions make their collection and related services available to local educators.

2. If none of the 32 locations is easily accessible, a request may be made to the RCU for free microfiche reproductions of ERIC documents. In order to make efficient use of this free service, one must have access to a microfiche reader (portable readers are available at $60-90 each) and a subscription to RIE. Requests for microfiche reproductions should be forwarded to the RCU through the local or school library. When ordering microfiche, one should list the ED numbers in numerical order, and state whether a printed abstract is desired for each requested document. Also, this reproduction service is limited to 20 documents per request.

3. If access to, or purchase of, a microfiche reader is not possible, the hardcopy reproduction of ERIC documents may be ordered from the ERIC Document Reproduction Service. (See above address).

4. The RCU will conduct limited literature searches of ERIC materials upon request. By checking the Thesaurus of ERIC Descriptors, descriptors which apply directly to the topic can be identified. If the request is precise, then the information retrieved will be more closely related to the topic being searched.

The Utilization Phase

It is hoped that ultimately a two-way linking function will be created through the use of both the input and output phases of RCU operations. This would work as follows:

An educator desires educational research and resource materials pertaining to a particular problem area. Upon searching the nearest ERIC collection he discovers that his problem is unanswerable through available ERIC documents. The problem is then forwarded to the RCU, where a more comprehensive literature search can be made utilizing the resources of the State Education Library. If the problem is still unanswerable through these resources, the possibility of conducting a project to research the area is discussed by the staff of the New York State Education Department, Division of Research. If it is decided that a significant research project is feasible, the project will be conducted with the aid and involvemen of the educator orginially requesting the information.

and now PREP ...

PREP - Putting Research into Educational Practice - is a new and unique research and report service inaugurated by the U.S. Office of Education. The PREP program focuses on current educational problems and areas of concern which are studied in depth by qualified researchers recruited from throughout the nation. The resulting research findings are synthesized and prepared as a PREP document.

Each PREP document concerns a single topic, and consists of several parts - often including detailed background material, a survey of educators' attitudes, current practices and policies, and recommendations for the establishment of developmental programs. The final section of a PREP document lists sources of additional research and research - related information in the subject area, including pertinent information available

in ERIC. Perhaps the unique aspect of the PREP program is that the research findings in each PREP document are written in nontechnical language and can be easily understood and readily used by educators.

In order to make this research information more easily available, PREP documents are entered into the ERIC collection. As with all ERIC documents, PREP reports are indexed in RIE (beginning with the April 1970 issue) and available in both microfiche and hardcopy.

The PREP documents presently available through ERIC are as follows:

PREP #1 - Instructional Television Facilities: A Guide for School Administrators and Board Members ED 034 077

PREP #2 - Reading Difficulties ED 034 078

PREP #3 - Establishing Central Reading Clinics ED 034 079

PREP #4 - Correcting Reading Problems in the Classroom ED 034 080

PREP #5 - Treating Reading Disabilities--The Specialist's Role ED 034 081

PREP #6 - Bilingual Education ED 034 082

PREP #7 - School-Community Relations (Research for School Board Members) ED 034 083

PREP #8 - Teacher Militancy, Negotiations, and Strikes (Research for School Board Members) ED 034 084

PREP #9 - Job-Oriented Education Programs for the Disadvantaged ED 034 085

PREP #10- Seminar on Preparing the Disadvantaged for Jobs: A Planning Handbook ED 034 086

PREP #11- Research on Elementary Mathematics ED 034 087

PREP #12- Paraprofessional Aides in Education ED 034 906

PREP #13- Improving Schools by Sharing ED 036 666

PREP #14- Social Studies and The Disadvantaged ED 037 588

PREP #15- Student Participation in Academic Governance ED 038 555

Subsequent PREP studies will be available monthly.

In order to effectively disseminate PREP materials, a "PREP Brief" was introduced with more recent PREP documents. The Brief is a one

page, easily-reproduced condensation of the research findings reported in a PREP study. It is intended that the Brief will be of value in creating an awareness of PREP and in helping educators determine whether or not a particular document is appropriate to their needs. Anyone wishing to be placed on the mailing list for PREP Briefs, or desiring further information about ERIC and the New York State Research Coordinating Unit, can write to:

New York State ERIC Service
Room 468
State Education Department
Albany, New York 12224

Jack Bech
Oregon Deptd of Education
Dissemination Conference
Columbia, South Carolina
May 5-6, 1971

INTRODUCTION

In recent years, educators have been under increasing pressures to change and improve the public schools--to keep abreast of new developments in all educational fields, to make complex choices relating to curriculum and instruction, and to improve their financial and educational accountability. In order to meet these and other responsibilities, it is essential for school people to be among our best-informed professionals, and it certainly is true that state, regional, and local education agencies have been literally inundated with educational information and materials is scattered in many directions and through many channels without order or plan, much of it is wasted. Therefore:

a. There is a critical need for regional or statewide coordination of dissemination to assure that all teachers and administrators have access to information about all new research and development activities of concern to them.

b. There is an equally critical need to assure that such information reaches teachers and administrators in usable form. An identified good practice has to be described so that it can be replicated by others before it will be adopted.

c. Because the most effective communication takes place on a person-to-person basis, a trained cadre of dissemination agents is needed to provide interpersonal communication links in the dissemination network.

One of the reasons new research findings and new ideas take so long to be put to use in the school program is the cycle through which a good practice must go to become a standard practice. The decision to adopt a new practice is not enough. It must be adapted to local needs before it can be installed, and after installation it should be monitored and modified. Even when it becomes standard practice, it should be reviewed and evaluated and information about it should be fed back into the system.

The project is an essential step toward achieving a priority objective of the Oregon Board of Education--" closing the communication gap." This objective includes the establishment of an effective system for disseminating usable information about research, development, and demonstration activities to Oregon schools and community colleges.

The primary objective of the proposed project is to develop and test the effectiveness of a dissemintion system based upon computerized storage and retrieval of selected information and a network or chain of interpersonal communication links.

In an effort to study some dissemination models in depth, the pilot program is limiting its operations in two counties, which were selected on the basis of their potential to contribute to the program.

Lane County was selected as one of the geographic target areas for the project because it has a population of 200,000 in a central area of the state. All of the school districts in Lane County are connected to the Oregon Total Information Service (OTIS) by on-line terminals. The county has 16 school districts, one community college, and approximately 64,000 pupils. The school districts are close to the University of Oregon at Eugene where the Educational Administration ERIC and the Center for the Advanced Study of Educational Administration are housed.

Umatilla County was selected as the other geographic target area because of its size--3,241 square miles--and its small population--43,000. The fifteen school districts in Umatilla County are connected to OTIS and have been developing a television connection to every school building in the county.

TITLE

OREGON BOARD OF EDUCATION RETRIEVAL-

DISSEMINATION CENTER

PERSONNEL

Director

Retrieval Specialists (2)

Area Resource Specialists (2)

Center Secretary

PURPOSE

maintain a chain of interpersonal communication links

gon Board of Education and the local school districts that will

sed and through which a two-way flow of validated educational

n pass effectively.

OBJECTIVES

ce-to-face linkage through people-to-people services (area

pecialist).

network of two-way dissemination among all educational agencies

te.

t of a computer-based one-stop center for exemplary information

(retrieval staff)

effective system for collection and evaluation of instructional

, indexes, catalogs, referral lists, ERIC, PREP, etc.

FLOW OF ACTIVITIES

trict contacts area resource specialist or specialist contacts

ntified by district person and resource specialist.

pecialist writes problem in question form and in identifiable

RIC desriptors)

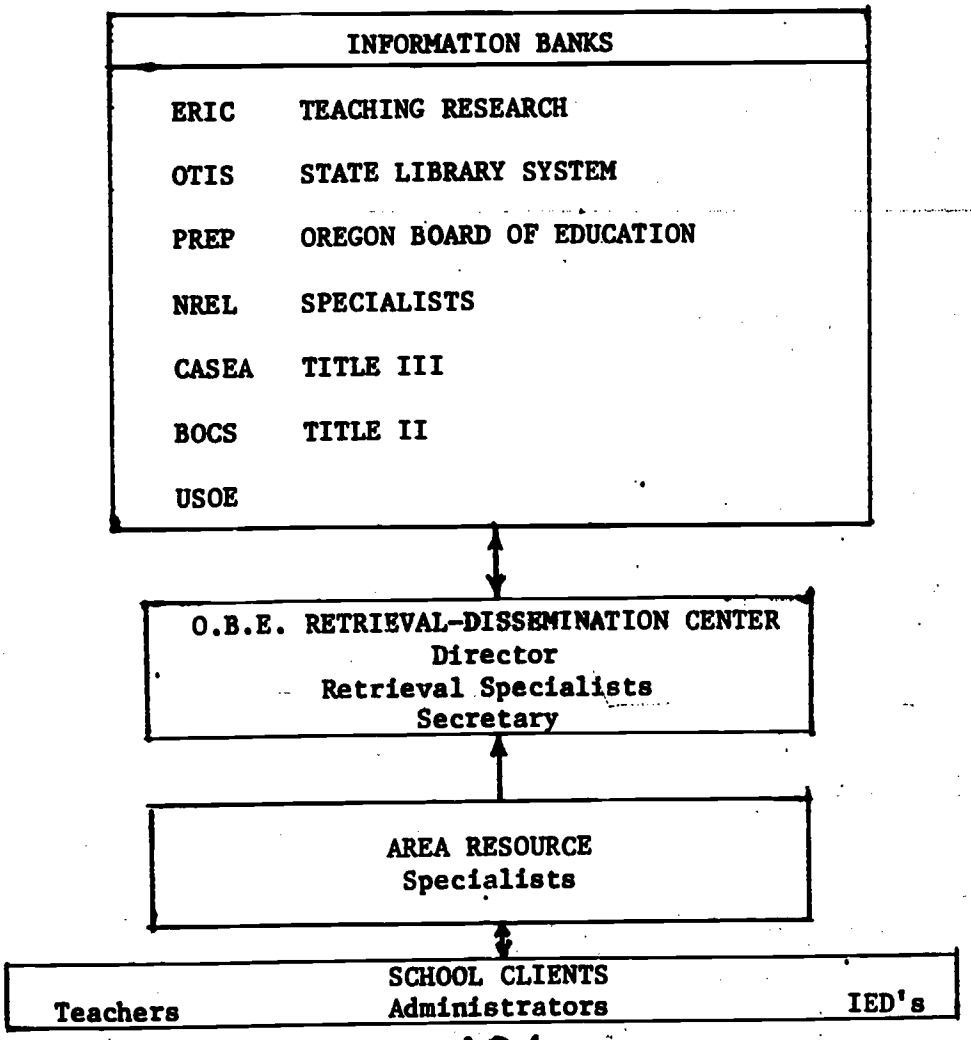
pecialist records problem on specified referral form.

staff does search through OTIS-ERIC, State Library, O.B.E.

nd Boulder center.

6. All search information (abstracts, microfiche, etc.) returned to the area resource specialist for his evaluation and interpretation. Copy to appropriate O.B.E. specialist.
7. Resource specialist helps school district interpret applicable search information.
8. Resource specialist and district personnel determine further involvement.
9. If necessary, resource specialist asks retrieval staff for further help (search, consultant services, microfiche, hard copy etc.)
10. Evaluation and feedback by all concerned parties will follow.

FLOW CHART



OPERATING PROCEDURES

The O.B.E. Retrieval-Dissemination Center performs several basic functions for the entire project:

A. Record all contacts from Oregon schools.

B. Keep files on educational problems.

C. Match resources with problems.

D. Develop resource files.

E. Make statistical and evaluation reports.

F. Provide a communication link between Area Resource Specialists and sources of information and expertise.

G. Provide follow-up on all inquiries until action is complete.

The Area Resource Specialists serve as the point of contact with schools.

A. Determine the educational problems and provide retrieval personnel with information for the solution of those problems.

B. Identify potential needs of schools and assist in developing programs to satisfy those needs.

C. Make a call or progress report on every school visit or inqui

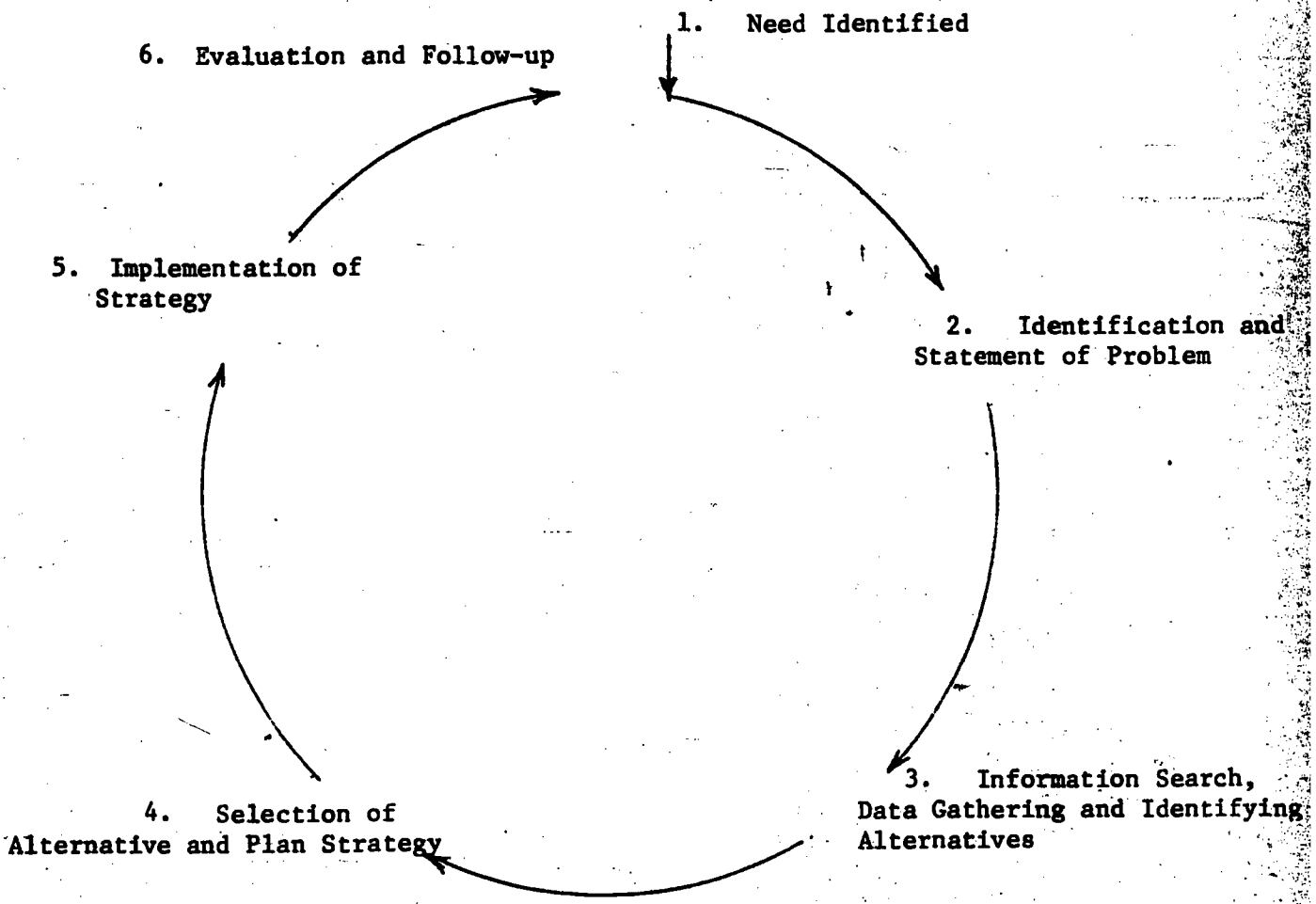
D. Provide schools with information on new technology, consultants, and on the availability of new educational programs.

E. Act as a point of contact between Consultants and schools.

F. Establish initial relationship through central administration office of the school district.

THE OPERATION

LOOKS LIKE THIS



Agents with Primary Responsibility at each level.

1. Teacher, Administrator, School Board, Community.
2. Area Resource Specialist and Client.
3. Oregon Board of Education Retrieval Staff.
4. Area Resource Specialist and Client.
5. Area Resource Specialist, Client and Consultants.
6. School Personnel and Project Specialist.

WE AIM TO:

1. Motivate People
2. Assist in the identification of Local School needs
3. Retrieve Educational Information
4. Make Educational Information Useable
5. Connect Printed Research With Human Resources; (OBE Specialists, University Consultants etc.)
6. Create Self-Confidence
7. Create a Problem-Solving Attitude
8. Have Fun
9. Find Short-Cuts For Retrieving Information
10. Create a Higher Level Of Teamwork Between Schools, The Oregon Board of Education, Information Banks, and Resource Agencies

WE HOPE OUR AIM IS STRAIGHT

Vester M. Mulholland
Special Consultant
Dissemination Conference
May 5-6, 1971

Promising Practices in Dissemination in North Carolina

Several practices will be mentioned briefly, but only one will be analyzed, the State Department's "Research and Information Center," which has achieved certain regional and national recognition.

Item 1: A carefully prepared position paper on dissemination continues to be studied and utilized by staff members and by a number of individuals throughout the State. USOE has duplicated and used this paper in a limited fashion.

Item 2: With Federal and State funds an "information retrieval and dissemination project," utilizing four local administrative units as pilot centers, was carried on for one year. Considerable awareness was created in these pilot centers relative to the existence and availabilty of complete and authentic educational information for local use in efforts to improve various aspects of the total educational program. The State Department of Public Instruction worked closely with North Carolina State University and the Research Triangle Institute in terms of retrieval and equally closely with the Department's "Research and Information Center" in terms of dissemination.

Item 3: The Division of Research sponsored a one-day regional conference on information retrieval and dissemination. September 15, 1970.

Item 4: Through a regular publication, Title III Talk, which has won a national award; through a conference sponsored for college and university personnel; and through a colored film depicting outstanding Title III projects, the Title III staff has achieved definite success in its efforts to make dissemination effective.

Item 5: An experimental packet has been prepared by the Division of Research, Planning, and Development on "Individualized Instruction." This packet contains the following nine items and is being widely circulated throughout the State:

- "For the Love of Learning--Strategies for Implementing Individualized Instruction," a 30-minute color film with sound
- The film script
- Study guide for the film
- Position paper--conviction and commitment of SDPI
- Slide tape emphasizing the concept of individualized instruction

- Slide tape emphasizing methods for implementation
- Listing of resources: books, pamphlets, films, slide tapes, resource personnel, places to visit
- Public information brochure with questions and short answers
- Suggested radio spots for local use

If evaluations of this packet suggest the feasibility of doing so, the State Department is prepared to prepare other packets; for example packets on "differentiated staffing," "occupational education in the middle grades," and the like.

Item 6: The Research Information Center (RIC) houses the largest and most comprehensive store of educational information in North Carolina. Its purpose is twofold: First, to make the total education community aware of what is taking place in education nationwide. Second, to simplify retrieval techniques, enabling educators and others to obtain a report, curriculum information, or other research in minimum time. A highly specialized information base is maintained, which includes the entire ERIC system, ERIC Clearinghouse, products, computer generated bibliographies, an extensive collection of abstracts, indexing services, professional books and journals, news and research services, annotated bibliographies, extensive holdings of pamphlets and government documents, and the North Carolina State Department of Public Instruction historical collection. The Reading Resources Network Center, a reading information center, is an adjunct of RIC.

The Research and Information Center offers three unique services related to the ERIC system:

- Computer retrieval of all titles and ERIC documents numbers on specific subjects with or without abstracts
- Reproduction of the microfiche cards containing the full text of the document
- Computer retrieval of all CIJE titles and accession numbers on a specific subject with or without abstracts. CIJE is the Current Index to Journals in Education, a computerized index to over 500 journals

The Research and Information Center also has the capability of reproducing or copying many other resources for dissemination to the user without a request for return of the materials. For a nominal fee, information needs can be quickly and effectively met. Single copies of numerous "searches" are available upon request without charge.

Monthly statistical reports indicate that the RIC is being widely used by State Department staff members and by other educators throughout the State. Approximately 600 individuals use the services of the RIC each month in some fashion. the Research Information Center and

Recently, a slide tape presentation on ERIC has been completed to accompany a printed fold-over brochure. This effort has received commendation from the USOE.

Virginia Cutter
Dissemination Conference
Columbia, South Carolina
May 6, 1971

The Texas Education Agency Dissemination Program

In 1968 to strengthen the Texas Education Agency's capability for leadership in developing high quality educational programs throughout the state, we moved toward a functional organization. A separate Division of Dissemination was established within the Office of Planning with five professional and two and one-half supportive staff members. The Division was charged with coordination of Agency efforts to identify and disseminate innovative and exemplary practices, with responsibility for public information, and with direction and refinement of Agency internal communications activities.

We believe we get much more effective dissemination in this coordinated program than we could possibly get if each funding source, Title III, e.g., were responsible for its own dissemination. A piecemeal dissemination program--a bit here, a bit there--seems to fragment the information which school planners need.

Although our program must be coordinated, the audience to whom we transmit information is fragmented--is made up of many different groups with different information needs. We think it's important to keep in mind that our audience for dissemination includes a variety of people--teachers, administrators, and other school people, parents, citizens in local communities--the tax payers who must finally pay the cost of programs--legislative groups and others. A variety of people--a variety of needs.

That's why our dissemination program encompasses both

- program dissemination, including ERIC and PREP, and
- public information.

With this background about organization I'd like to share with you a dissemination system which we're developing in Texas.

It provides for

- locating or identifying innovative and exemplary programs and practices
- screening these programs
- disseminating information.

The ultimate output, or goal, of the system is that local school districts further develop, adapt, and implement the program in their educational settings.

In the three years that the system has operated, we've identified some 40 programs for statewide dissemination: some funded under Federal programs, some under State and local funds.

These programs have been disseminated through a variety of media and to a variety of people. We have sponsored three major statewide conferences in which the programs were featured in demonstrations and exhibits. Some were also open to conference participants for on-site visits.

We have filmed some programs for one-minute color films used on 50 TV stations. And we're making 10-15 minute documentaries of others. We've printed information about the programs in major bulletins, brochures and news releases. Information about them has also been spread through word-of-mouth by Agency consultants.

Follow-up evaluation shows that some schools have indeed tried some of the ideas identified and disseminated through this system. Now we're expanding the system to include a network of demonstration schools. During the 1971-72 school year we'll have in place a small cadre of schools, each demonstrating a different approach to individualized instruction. The Agency, Texas' 20

education service centers, the regional laboratories, teacher education institutions, local schools, each will play a key role in establishing and maintaining the network. As with all our dissemination efforts, we'll evaluate the network carefully. Does it serve its purpose? Does anything happen in Texas classrooms because we have such a network?

Finally, our dissemination efforts include ERIC and PREP. Our job is not only to make information from these excellent resources available but to encourage its use. Among things we've done is to hold a series of ERIC training sessions for our staff and to encourage service centers to train local school people. We've developed a statewide publicity campaign for ERIC, a continuing campaign, not a one-shot deal. We've done the same for PREP, and in addition we've developed and printed thousands of excerpts from PREP. The full packets are available only through the service centers.

Our state dissemination program in a capsule: We disseminate different kinds of information to different kinds of people for different kinds of purposes through different media and techniques, but we coordinate the total program. Printed materials support audio-visual. Conferences complement on-site visits. Each part contributes to the whole. And the aim of it all?--to encourage desirable educational change throughout our State.

DISCUSSION OF GROUP REACTIONS TO THE NATIONAL DISSEMINATION CONFERENCE

At the National Dissemination Conference held in May, 1971, discussion groups analyzed two major questions: (1) How can USOE help strengthen state dissemination staffs and their efforts? (2) How can states help strengthen USOE efforts? The several recurring key issues expressed in all discussion groups appear at the beginning of the following summary.

Concerning help USOE can give to strengthen state dissemination staffs and their efforts, the majority of the discussion groups suggested that USOE provide training sessions in dissemination practices for SEA personnel in addition to continuing the annual dissemination conferences. One of the suggestions for training sessions emphasized training specifically directed toward the change agents.

Another suggestion brought out in two discussion groups was that the Council of Chief State School Officers be asked to make a definite commitment to state level information dissemination in all forms.

The need was also expressed for identifying one person or office at the SEA as a dissemination representative through whom all mail from USOE could be channeled. Several times during the conference delegates suggested that this SEA person or office be actively involved in state dissemination efforts and not just be a representative

named to receive USOE dissemination mail. Suggested mailings from USOE to the dissemination liaison at the SEA included: a monthly or weekly newsletter, e.g., "Dissemination Dope"; USOE and HEW news releases before these are mailed to assorted mass media; dissemination type documents from NCEC at no charge; Title III publications; continued mailing of one or more cost-free copies of each PREP kit; all clearinghouse mailings; periodic reports concerning the progress of the three pilot projects; products of the regional laboratories and clearinghouses cost-free; and a listing of available USOE materials with an accompanying survey to determine what SEA's need and want from them.

In addition to the suggested mailings to SEA dissemination representatives, another helpful service from USOE might be occasional or regular conference calls by WATS regarding special announcements, problems and situations.

To supply the SEA's with the names of specialists in the practice of dissemination, it was further recommended that USOE provide the SEA dissemination representatives with a brief listing of key USOE dissemination personnel as well as trained personnel or short term contractors available upon request.

Several discussion groups ideas led to the view of NCEC as the focal point for bringing together dissemination practices from USOE, the SEA's and the LEA's. This role of NCED as the converging agent would include compiling a short booklet (16-20 pages) of exemplary SEA dissemination operations including documentation from the states concerning how they have helped in phasing innovative projects into local districts--"educational engineering," so to speak.

Additional suggestions mentioned by discussion groups included USOE funding for dissemination specialists through Title III, Title V and Title X; model legislation for establishing dissemination units in SEA's; additional emphasis by NCEC on re-packaging research and related materials; funding by NCEC for a pilot project to a regional information system/network which would serve respective states in an established geographic area; and development of a reading package containing less individual parts than the Early Childhood Package.

Concerning the second major question analyzed by the discussion groups, "How can states help strengthen USOE efforts?", several specific suggestions were expressed.

A few of the ideas focused around one central point: the designation of a specific individual and/or unit as Information Dissemination Specialist or Coordinator for the SEA. It was recommended that the designated dissemination representative constitute an entire unit since more than one person is needed for the multitude of tasks involved in disseminating information from the SEA. To facilitate inter-agency communications and operations, it was also suggested that an attempt be made to develop some method of standardization of such coordinating individuals or units.

Discussion groups recommended that communications from the SEA be expanded in many directions: to the diverse publics--both lay and professional--as well as to USOE. A broader channel of communication than the local superintendents was recommended to improve the dissemination system between SEA and LEA. To strengthen communication between SEA and USOE, it was suggested that state periodicals, publications and

other noteworthy materials be sent to specific NCEC personnel to assure delivery and possibly evoke some response. To further improve communications to USOE, it was also recommended that states provide information on the evaluation of Title III programs and other projects.

The idea brought forth in one discussion group of organizing state or multi-state input into ERIC was expanded into the broader idea of developing regional dissemination capabilities in each state.

A final suggestion concerning ways that states can strengthen USOE efforts dealt with the possible coordination by the SEA of all local, state and federal roles in various dissemination programs.

During most discussions, groups indicated favorable reactions to present support from NCEC such as on-site visits from USOE personnel. They also expressed appreciation for the request by NCEC for input from the states to improve all facets of that support.

June 21, 1971

Prepared by the Research Information Unit, Office of Research, State Department of Education.

.IZATION: AN ACTION GUIDE FOR THE CHANGE AGENT

Paul A. Leary, Ed.D.

st Virginia University Rehabilitation
Research and Training Center

Introduction

We live in a time when the schools are plagued by troubles. They are faced with problems such as: Delinquency, functional illiteracy, unsafe facilities, dropouts, and drugs. It is to the point where social critics are saying, and not unjustifiably, that pedagogically the schools are the same now as in the time of Lincoln. All of these problems are very serious.

I am of the opinion, however, that the biggest problem facing the schools today is their lack of ability to take on new ideas and to effect viable, productive change within their ongoing operations.

We're all familiar, I am sure, with the Mort thesis, that states that the lag between production of knowledge and its utilization in the schools ranges anywhere from 25 to 75 years.(10) We're also aware, I'm sure, that some innovations and new ideas have spread faster than this hypothesized gap, but that these ideas have not been adopted systematically. They are very rarely, if ever, evaluated and usually never fully implemented.

We're still at that primitive stage where we don't know much about where teachers get their ideas or how to effect change in hierarchical organizations. I submit that if you find someone who claims to know the answers to these problems, you are being seriously misled. We are at the point, I think, where we are

only in a position to ask intelligent questions about the problems of dissemination, diffusion, and utilization of new ideas. Solutions will come in the future.

Many different names have been given to people who work within the role framework of research, diffusion, dissemination, and utilization. The South Carolina project calls their change agent a Dissemination Specialist. The Utah project calls the person a Resource Agent. The Oregon program calls their person a Field Agent. Vocational Rehabilitation has in the recent past added a role called Research Utilization Specialist. All these roles assume that the people filling them will improve practice in the schools or in social welfare agencies. When boiled down to basics, the stress ultimately rests on diffusion, dissemination, and utilization, or use of ideas.

Paul Hood, of the Far West Regional Laboratory, spoke to you last fall and said that important dissemination functions are the same everywhere, but because the change contexts are different we are presented with a situational interaction problem.

Dr. Hood's point is true. But what are these important functions and generalizations that can be of use to the change agent and that are the "same everywhere"? I think the rational change agent or disseminator needs this knowledge in order to function, no matter what context he is working in. There are some research findings that can be of use to the disseminator and they are reviewed in the following section.

Research Findings Pertinent to Dissemination and Utilization Activities

Research has been done in diverse fields regarding the diffusion, dissemination, and adoption of innovations. The most productive field regarding this area of study is that of Rural Sociology. Rural Sociologists have been systematically studying how people adopt new ideas since the early 1940's. Other viable research has been done in the fields of mass communication, medicine, industry, voter opinion, and education.

This research has yielded some viable generalizations that one should be aware of when attempting to effect change in the schools.

The first generalization of importance is a finding from the field of rural sociology that states that people do not adopt new ideas, practices, and products upon first hearing about them. Instead, people proceed through a series of discrete, identifiable stages in adopting new ideas. (7, 8, 14, 15) These stages are:

1. Awareness - The first knowledge about a new idea, product, or practice.
2. Interest - The act of seeking of more extensive and detailed information about the idea to determine its possible usefulness and applicability.
3. Evaluation - The weighing and sifting of the acquired information and evidence in the light of the existing conditions into which the practice would have to fit. This stage is sometimes called "mental trial."

4. Trial - The tentative trying out of the practice or idea accompanied by acquisition of information on how to do it, and
5. Adoption - The full-scale integration of the practice into the ongoing operation.

A second generalization of importance to the change agent is that information sources vary in their effectiveness at different stages in the above-mentioned awareness-adoption continuum. (1, 3) Impersonal information sources such as radio, magazines, newspapers, etc., are quite effective in creating awareness, interest, and even some mental trial. However, in the latter stages of this continuum personal sources of information are necessary in order to assure trial and adoption. (2, 13) The implications for the "change agent" are unmistakable.

A third generalization that should constantly be kept in mind by the interested "change agent," is that organizations have within them people who are called "opinion leaders." (13, 19) An "opinion leader" is a person within a group, who because of rank, status, role, or personality, is the one looked up to by other members of the group. Almost every decision or new idea that is accepted by a group must be first legitimatized by these "influentials," or the idea stands a very good chance of failing in being adopted. It is crucial that these "opinion leaders" be first identified and then utilized in fostering adoption of new ideas.

A further generalization that has been proven by extensive research is that the target audience or the people who will take on the new innovation must first perceive the need for the innovation, in order to insure its successful integration into ongoing practice. (8) In short, the target audience must be involved in the early stages of the planning for innovation. If initially involved with the planning for innovation, when change does occur, its chances of "surviving" are greatly enhanced.

A further generalization that has extensive knowledge to substantiate it is that the new idea, practice, or product should have a clear-cut advantage over that which it is attempting to replace. (12) Demonstration of a clear-cut advantage enhances the chance of innovation becoming integrated into ongoing practice.

Consistent with the former generalization is the one that the new idea, practice, or product should be easily demonstrated. (12) If people can readily see the new way of doing things and find that it is workable, its chances of adoption are increased.

A factor that appears obvious and not worthy of mention but that is not considered many times in an adoption attempt, is that the new idea, practice, or product should not violate existing value structures. Any innovation that is too radical a departure from existing value patterns usually fails in being adopted. Consistent with this finding, the innovation proposed should be as congruent as possible with existing value structures. (11)

If an innovation costs too much money to utilize, its chances of adoption are limited. If the innovations can be instituted with little or no increase in expenditures, their chances of being adopted are increased. (8)

If partial adoption is possible, the new idea, practice, or product will more readily be utilized. If one can set up a scheme whereby an innovation is only adopted on a partial basis rather than initial full-scale integration, its chances of survival are increased.

Resistance to Change

So far we have talked about how change agents can work toward getting new ideas adopted within the schools' day-to-day operations. Implied in much of this discussion, however, is the idea that adoption can be considered from another point of view. Adoption can be considered as a decreasing of resistance to any change.

Whitney (18) states in his study regarding inventions that the use of any invention or innovation may be described in terms of the combined factors of demand minus resistance. Indeed, each of the five stages in the awareness-adoption continuum may be viewed as phases or stages in reducing resistance. One could, therefore, plot a "resistance curve" which would be a mirror image or direct opposite of an "adoption curve."

Goodwin Watson (16) described the stages of resistance to a typical innovation as:

1. Massive, undifferentiated; few take the change seriously.
2. Pro and con sides identifiable; resistance can be defined and its power appraised.
3. Direct conflict; resistance mobilized. This is a crucial stage for survival.
4. The changers are in power. Wisdom is needed to keep opposition from mobilizing. Resistors are seen as cranks or nuisances.
5. Old adversaries are as few and alienated as advocates were in the first stage. Advocates now resist any new change.

Resistance to change is not a single entity or process. But, it has many parts. Some major features that are described in the literature are:

1. The change is a threat to the established social structure.

Innovations sometimes pose a threat to established social structure, and this phenomenon has been extensively studied. A general finding of these studies is that resistance to innovation is roughly proportional to the amount of change required in the social structure, and the strength of the social values which are challenged.

Meyerson and Katz (9) point out in their study that fads gain rapid acceptance because they do not cause change in the social structure, or in patterns of inter-action and communication (i.e., hula-hoops).

2. An innovation can be a threat to vested interests.

Some research shows that when a ruling minority has vested interests in keeping things the way they are, only token innovation takes place. On the other hand, in a study done by Weiss (17), it was determined that change may be accepted at upper levels of a hierarchical organization only to encounter vested interests at lower levels in the organization.

3. The innovation can be a threat to the individual.

Individual resistance to change is usually because the person is unfamiliar with the way things will be done when the change is instituted. They are content and satisfied with the way things are and, hence, resist any innovations that may change their day-to-day activities. A change also can be construed as being a threat to the individual's status. When a change appears to diminish the influence or power of a certain group, the change will be vigorously resisted.

4. Resistance because of the characteristics of the innovation.

Some innovations are resisted primarily because they require group acceptance rather than individual acceptance and the

characteristics of the innovation make group concensus difficult to achieve. An example of an innovation which has encountered widespread resistance because of this factor is the universal adoption of the metric system.

The difficulties involved in understanding the phenomenon of resistance are best summarized by Dykens, et al, (5) when they stated:

> "The emotional aspects of change are many. They include general feelings and attitudes about change, wishes to change, resistances to changes, acceptance or rejection of change efforts. Identification with change, denial of change and a variety of ego defensive responses to change. These aspects of change, based as they are on present and past experiences and fantasies, require careful and sensitive scanning, understanding and working through on the part of strategist and receiver alike." (p. 187)

Models of Dissemination and Utilization

In last fall's speech, Dr. Hood also told you that the problem of research utilization could be viewed from four perspectives:

1. The Research Development and Diffusion Perspective (RD & D). Dr. Hood called this the rationalistic approach to Research Utilization. He used his own Far West Laboratory's ALERT system as an example of this approach to RU. RD & D basically addresses itself to what roles and settings provide the needed functions for methods of improving practice.
2. The Problem Solver Perspective.
   This perspective deals with the area of individual

needs and motivation to change on the part of educational practitioners.

3. The Social Interaction Perspective (SI). This perspective assumes the sociological view to change. It looks at areas of interpersonal influence, communication patterns, social norms, influential communicators, etc.

Dr. Ronald Havelock of Michigan State has suggested a blending of these three perspectives into a Linkage model that takes advantages of the strengths of all three. (6) I agree that this is necessary. On the other hand, I personally feel that stress should be placed on the SI perspective or approach. You have probably already guessed my adherence to this view of change. I think the findings of rural sociologists and others are pertinent to any effort aimed at disseminating, diffusing, and attaining utilization of ideas.

Training for Change Agents

One of the questions stated in the project summary of the Texas program is, "What needs for special kinds of training do those with dissemination responsibilities have? I would like to address myself to this question for a short period of time. I think that the person filling the role of dissemination, diffusion, or utilization specialist should receive specialized training.

This individual should receive what I call "Change Agent Training." Included in the curriculum of this "Change Agent Training" should be a section regarding the principles of how

can best effect social change. It is necessary that the change agent have a knowledge of the many variables involved in the process of social change. I believe that the degree of one's knowledge in this area is directly proportional to the degree of success one can expect from him.

The "Change Agent Training" should include also instruction in the conducting, reading, and interpreting of appropriate research. It is only through a knowledge of these areas that the Change Agent will be able to shorten the gap between research and the practitioner. An extensive knowledge of experimental design, statistical principles, etc., are necessary ingredients in the repertoire of a successful change agent. It stands to reason that if one's job is to disseminate research results, that the diffuser or disseminator have a knowledge of research methodology.

A successful change agent training program would also include instruction in communication techniques. A change agent must have the ability to communicate the knowledge that he has derived, extracted, and interpreted. In short, the change agent must also be an instructor.

The change agent training should also include the skills for evaluating change efforts. The evaluation in the form of feedback provides the change agent with a guide for future activities. Skill in appropriate evaluation techniques is extremely crucial.

Once receiving the training, the change agent's early activities should be chosen with great care. Innovations and new ideas

should be disseminated that have a clear-cut advantage over existing ways of doing things. They should be easily demonstrated, and the ease of implementation should be stressed. It is crucial that participating agencies assure early success for these specialists.

Early success will assure that the specialist becomes a respected conveyor of knowledge. The success of the Agricultural Extension Agent is due to the fact that he is considered a highly reputable and reliable source of information by the consumers of that information.

In short, if the initial entry into the field by the change agent is with innovations and ideas and intervention strategies of dubious quality, subsequent endeavors will be considerably less effective no matter what the content.

At this point I would have liked to have included a discussion about training in general, but time does not allow. Suffice it to say that I think training is inherently a part of dissemination and research utilization activities. People interested in diffusing, disseminating, and gaining utilization of ideas should be aware of research germane to the actual act of conducting training, for training is the most commonly used vehicle to assure utilization of ideas.

Closing Remarks

I would like to close with the observation that change takes time. Change requires a tedious, frustrating, long-term investment of time, money, and skill, with stress on the latter. I

think what I'm saying is, "Don't give up." Don't feel that "change will never come." It will come, but you have to persevere and work at it.

The typical change effort starts with the change agents' worrying about the quality of their work. They obsess and procrastinate and want to be sure that what they are going to disseminate is worthwhile. I am reminded in this case of a quote from Cardinal Newman who said, "Nothing would be done at all if a man waited until he could do it so well that no one could find fault with it." So be sure that your ideas are quality ones, but don't hesitate out of fear of their being accepted.

Once we have started the intervention, many times change agents get extremely frustrated. "No one listens to us," they say. Progress toward adoption is undiscernable. They wonder, "Why don't they listen to me?" I am reminded of the quote I read recently which was a paraphrase on a popular expression. It reads, "Hell hath no fury like an expert scorned." Many times we are frustrated, even angered, by the lack of response to our efforts. I feel that this is a most serious occupational hazard. I think a high threshold or tolerance for ambiguity and frustration is an extremely important prerequisite for anyone engaged in dissemination activities.

Many times our efforts are unsuccessful; probably more often than not. But when an idea, practice or product does get disseminated and utilized, many times we do not get the credit. People react as is typified by a quote from Victor Hugo, "An idea

ome is not to be resisted." People say it would
yway.
that it didn't happen simply by the passage of
happen a haphazard way, and it was not a
ou'll know, and I'll know, that you worked, slaved,
emed to make it happen.
tely, isn't it enough of a reward to know that we
be done? I think it is.

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